GENERAL REPORT

ON

PUBLIC INSTRUCTION

IN THE

UNITED PROVINCES OF AGRA AND OUDH

FOR THE YEAR ENDING 31ST MARCH 1904.

1903-04 to 1908-09

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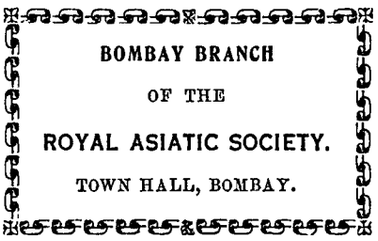

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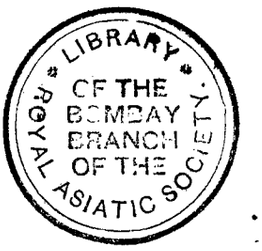

ALLAHABAD:

Printed at the United Provinces Government Press.

1904.

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ERRATA.

Annual Report, 1903-1904.

Page.	Detail.
1.	11th line from bottom, *insert* a comma *after* schools.
6.	3rd line from bottom, *read* 77 *for* 61 and 46 *for* 36.
15.	13th line from top, *for* Late *read* late.
16.	Para. 25, 6th line, *insert* the *before* State.
17.	Para. 27, heading in italics, for *Traning* read *Training*.
21.	12th line from bottom, *for* Hathrás *read* Háthras.
22.	14th line from top, *for* Munícpal *read* Municipal.
26.	Margin of para. 42, *for* Table *read* Tables.
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„	4th line of para. 67, *omit* yet *after* not.
42.	Heading of the page, *for* INSTITUITONS *read* INSTITUTIONS.
44.	15th line from top, *for* incTeasing *read* increasing.
47.	Against VI, *for* examinatiens *read* examinations.
50.	Against heading 2. (*a*), column 2, *for* 15 9 *read* 15·9.
„ „ „ „	column 8, *for* 56 9 *read* 56·9.
„ „ „ „	column 12, *for* 2 3 *read* 2·3.
„ „ „ „	column 13, *for* 19 1 *read* 19·1.
52.	Column 4, against total for colleges, *for* 286 *read* 1286.
64.	Heading of column 7, *for* instituions *read* institutions.
74.	In the heading "Under Private Management," *for* Privat *read* Private.
76.	Column 1, against total for boys Secondary Schools, *read* 239 *for* 39.
3A.	Provincial Table B, at head of columns 16 and 17, *insert* Rs. Rs.

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FOR THE YEAR 1903-1904.

CHAPTER I.

PRELIMINARY.

IN my last annual report I referred to the admitted need of emancipating education from the slavery of examinations, and recorded the consequent abolition of the lower primary and the English middle examinations. The only examination thus left to distract the attention and hamper the progress of the schoolboy before the end of his school days was the upper primary. The educational policy of the Government of India contemplated the retention of this examination as marking the completion of the lowest stage of instruction and testing the degree of proficiency attained in the highest classes of primary schools. As I remarked a year ago, there was a popular feeling against the retention of even the upper primary examination in English schools, although conducted by the inspecting officer in the school itself in the ordinary course of his inspection. To insist on the passing of this test as a condition for promotion would, no doubt, be a hindrance to many a boy in his study of English at this stage; and accordingly the Government has seen fit to order the discontinuance of this examination also in all English schools. This concession has been very welcome.

The Government of India has announced that English has no place, and should have no place, in the scheme of primary education. The general primary education of the people is throughout vernacular, and no attempt is, or ever has been, made to substitute the English language for the vernacular dialects of this Province. But there is a considerable and growing demand for English education, on account of its high commercial value, and it has been a vexed question whether boys who are to learn English should or should not be allowed to make a beginning with it before completing the primary stage of their education. Under orders passed by Sir Antony MacDonnell English was excluded from primary classes altogether in all State schools, though permitted to be taught in those classes of other schools. But the discontent caused by this measure was so general and so loud that the Government has reconsidered the matter; and a Resolution has accordingly been issued restoring English to the curriculum of both the classes in the upper primary section of all English schools. This decision has given popular satisfaction.

The curriculum of English schools having been the subject of complaint, has been revised during the year; the course in arithmetic has been modified, and Government, granting that this is by no means an easy subject for Indian boys, has further ruled that they are not to be given difficult or involved examples to work. In the preparatory section object lessons are optional, not prescribed; in the hands of competent teachers they will, in the opinion of Government, serve a useful purpose in keeping the children amused and stimulating their curiosity and faculty of observation; but the teachers employed are not always fit for the task, and it is therefore not deemed proper to make these lessons compulsory in the course. A certain acquaintance with both of

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the vernacular written characters (Persian and Devanágri) is henceforth to be required of boys in passing through English schools.

Typewriting and short-hand have been introduced in many English schools and are popular subjects among the scholars. The difficulty is to find sufficient time for instruction and practice in these additional subjects of study. Moreover no definite course or standard has been prescribed by the Senate of the University. That notwithstanding these drawbacks the subjects should be so eagerly taken up is demonstration enough that there is a real demand for commercial education.

Revised grant-in-aid rules have been issued for English schools. Examination grants have been discontinued, and the total amounts earned have been increased. This greater liberality was needed, and has been welcomed by managers. But English education is becoming year by year more costly to provide, owing to the need for better qualified and therefore more highly paid masters; also for a larger staff to deal with a more comprehensive curriculum, and for more complete equipment and appliances. The income from fees and other sources remains, on the other hand, more or less stationary, and the increased grant scarcely helps the schools in their difficulty. The only remedy appears to lie in increasing the fees, a measure which might find a justification in the fact that schools now give better value for the fees received than they did when the present scale was fixed.

There has been a much needed improvement in the staff of district schools. Additional masterships have been sanctioned, in several cases the salaries have been raised, and there are scarcely any English teachers left with salaries of less than Rs. 20 a month.

The usefulness of the Training College at Allahabad has been much extended during the year owing to the adoption of a scheme to depute for a course of training there teachers of district schools under 35 years of age; a certain number of these teachers will be selected every year for five years, and by that time all will have had the advantage of the scheme. The deputed teachers do not occupy all the accommodation of the college, about one-half being available for students who wish to qualify themselves for school work.

There have been no great changes made in vernacular education. The policy enunciated by Government last year of starting aided rather than board schools does not appear to have borne fruit yet. The district inspecting staff has been more liberally treated in the matter of daily allowances on tour.

2. The Chairmen of District Boards are almost unanimous in pointing out that the development and improvement of education are being prevented by the pinching economies forced on them owing to deficient allotments, and they freely express their regret that provision which they desired to make in their budgets for these purposes has been retrenched. However necessary such retrenchments may have been from the standpoint of the Government which has to carry on the general administration of the Province with limited resources, they are none the less to be regretted. The question to be answered is whether the United Provinces are too poor to enjoy the educational privileges accorded to other parts of India, to which the figures of the last quinquennial report demonstrate that a larger bounty is extended.

3. In the year 1901 instructions were received from the Government of India that primary classes and departments of secondary schools should be shown in the returns under the head of primary education, and that the cost of instruction of such classes and departments should be calculated in a certain prescribed manner. These instructions have been followed in the last two annual reports. But the result of the alteration in system has of course been to show an unreal increase in the number of primary schools and in the expenditure on them, and I have therefore been directed to revert to the old system under which primary departments of secondary schools and the expenditure on them were not given in the tables separately from the secondary schools of which they

formed part, but to give in the body of the report an estimate of the total expenditure on primary instruction based on the other system. The orders were received late, after all the returns on the other system had been sent in and the statistical tables drawn up; but as I desired to comply promptly with the wishes of the Government of India I had to call for a second set of returns for every district in the Province for due incorporation in the general tables of this report. This has occasioned a delay of six weeks in obtaining the material necessary for my report which, with the permission of Government, is therefore submitted a month later than usual.

In order that it may be possible for the Director of Public Instruction to give returns according to one method in the general tables, and according to another method in the body of the report, so as to carry out the orders now received, it will be necessary in future to obtain a double set of returns, one in each form, from every inspector of schools and from every district in the Province; or at least to modify the tables so as to give in one return the information according to both systems.

Classes of institutions.	1903-1904. Institutions.	Scholars on the 31st March.	Average number on the rolls.
PUBLIC INSTITUTIONS.			
University Education.			
Arts Colleges ... For men ...	22	1,899	2,092
Arts Colleges ... For women ...	6	45	38
Professional Colleges	10	875	899
School Education, General.			
Secondary schools for boys ... English ...	188	26,817	26,139
Secondary schools for boys ... Vernacular ...	320	45,010	43,346
Ditto for girls ... English ...	39	3,301	3,441
Ditto for girls ... Vernacular ...	1	50	37
Primary schools for boys	8,070	330,387	314,802
Ditto for girls	531	16,791	15,262
Technical and Industrial Education.			
Training schools for masters	4	475	477
Ditto for mistresses	4	66	75
Other Special Schools.	58	3,148	3,069
Total, Public Institutions for 1903-1904 ...	9,253	428,864	409,677
Total, Public Institutions for 1902-1903 ...	9,513	417,432	392,177
PRIVATE INSTITUTIONS.			
Advanced Schools Teaching—			
Arabic or Persian (for boys)	560	8,245	...
Ditto (for girls)	...	...	...
Sanskrit (for boys)	337	4,712	...
Ditto (for girls)	...	...	...
Elementary Schools Teaching—			
A Vernacular or mainly ... For boys ...	2,958	40,710	...
A Vernacular or mainly ... For girls ...	90	2,368	...
The Qoran ... For boys ...	1,319	15,338	...
The Qoran ... For girls ...	125	1,069	...
Other schools not conforming to Departmental Standards.	67	1,576	...
Total, Private Institutions for 1903-1904 ...	5,456	74,018	...
Total, Private Institutions for 1902-1903 ...	5,500	75,699	...
GRAND TOTAL FOR 1903-1904 ...	14,709	502,882	...
Ditto for 1902-1903 ...	15,013	493,131	...

CHAPTER II.

GENERAL SUMMARY.

4. A summary of the returns of schools and scholars for the year is given on page 4 in the prescribed form. The number of primary schools and the total number of schools cannot be compared with those of the previous year, owing to the reversion to the old plan of reckoning the primary and secondary classes of one school as one school instead of two, in accordance with the orders of the Government of India. The figures show general progress, the number of scholars in public institutions on the 31st March having increased by 11,432; owing to a decrease of 1,681 in private institutions, the total increase of scholars stands at 9,751. The total number of scholars is now well over half a million.

The percentage of children under instruction to those of school-age is for the first time in the history of the province more than seven. For boys it is 12·91, and for girls ·75, instead of 12·76 and ·63 respectively, as reported last year. *Vide* General Tables I and III.

There has been an increase of 3,708 Bráhman scholars, and altogether of 8,159 Hindus. The increase among Muhammadans is 1,228, the percentage in this case being 1·3, as compared with 2·1 in the case of Hindus. Native Christians are returned as 84 less than last year.

5. *Expenditure.*—The direct expenditure on schools and colleges from all sources amounts to Rs. 35,83,305; it has risen by Rs. 1,78,826, *viz.*, Rs. 14,816 on colleges; Rs. 1,51,707 on schools for general education; and Rs. 12,303 on schools for special education. *Vide* General Table IV. There has been a decrease of Rs. 50,500 in indirect expenditure, notwithstanding an increase of nearly Rs. 32,000 on account of inspection; a reduction of Rs. 86,000 has been effected in the outlay on buildings and apparatus. The total indirect expenditure stands at Rs. 16,31,459. Some of the indirect non-recurring charges of the year before have been replaced by direct recurring charges met out of the five-lakh grant for education.

From Provincial and local funds the direct expenditure on schools and colleges has increased by Rs. 1,70,693; the indirect expenditure has decreased by Rs. 80,259, giving a net increase of Rs. 90,434. Municipal expenditure on education has increased by Rs. 20,461 and now stands at Rs. 1,51,072.

Results of Examinations.

		1903-1904.	1902-1903.
M. A. and D. Sc. ...	Candidates ...	48	42
	Passed ...	24	20
B. A.	Candidates ...	251	192
	Passed ...	166	126
B. Sc.	Candidates ...	18	11
	Passed ...	13	7
Intermediate Examination ...	Candidates ...	586	558
	Passed ...	364	227
Entrance ,, ...	Candidates ...	1,178	1,069
	Passed ...	595	534
School Final ...	Candidates ...	338	370
	Passed ...	211	226
Vernacular ,, ...	Candidates ...	4,322	3,887
	Passed ...	3,064	2,090
Primary	Candidates ...	13,990	17,116
	Passed ...	10,229	11,694

6. The above statement of the numbers appearing at and passing the various examinations exhibits a remarkable falling off at the primary, but an increase in the number of candidates at the higher stages. The popularity and usefulness of the Vernacular Final examination continue to increase, and the figures indicate the satisfactory growth of vernacular secondary education. Taking the Entrance and School Final together, there is an increase of 61 candidates and of 36 passes. The results of the higher University examinations are considered in Chapter IV, paragraph 9, in connexion with the operations of the University.

CHAPTER III.

CONTROLLING AGENCIES.

7. I have continued to hold the Directorship throughout the year, but for two brief periods, when I was absent from the Province, being on special duty as a member of the Committee of Directors on European schools. During my absence Mr. C. F. de la Fosse, Assistant Director, held charge of the current duties of the office in addition to his own duties. I was on tour for 112 days, and visited during the year Bareilly, Lucknow, Naini Tál, Almora, Moradabad, Dehra Dún, Agra, Saháranpur, Etáwah, Chunár, and Benares.

In consequence of the appointment of Mr. de la Fosse as Assistant Director of Public Instruction from 7th April 1903, Mr. C. E. Welby, Inspector of Schools, I Circle, was promoted to the Indian Educational Service, and Mr. G. N. Chakravarti, Inspector of Schools, II Circle, in the Provincial Service to Rs. 700 per mensem, *vice* Mr. Welby. Mr. J. W. Bacon, who was officiating as Inspector of Schools, III Circle, in the Indian Service, was appointed in the Provincial Service on Rs. 600 per mensem *vice* Mr. Chakravarti.

The following officers were in charge of the different circles during the year under report :—

I Circle,	Agra	...	Mr. C. E. Welby.
II „	Lucknow	...	„ G. N. Chakravarti, M.A., LL.B.
III „	Allahabad	...	„ J. W. Bacon, M.A.
IV „	Moradabad	...	„ J. Murray, M.A. From 23rd July to 22nd October 1903 Mr. Murray officiated as Inspector of Schools, V Circle, and of European Schools, *vice* Mr. H. O. Budden on leave. Mr. F. G. Housden, M.A., Head Master, District School, Allahabad, officiated as Inspector, IV Circle, *vice* Mr. Murray.
V. „	Naini Tál	...	Mr. H. O. Budden. He was on privilege leave for two months and 30 days with effect from 23rd July 1903.

I have to express my thanks to the Assistant Director and to the Inspectors for their valuable and hearty co-operation, to which the harmonious working of the Department during the year is largely due.

8. In May 1903 Pandit Lakshmi Shankar Misra, M.A., Rai Bahadur, Assistant Inspector of Schools, 1st grade, retired. Pandit Gaindan Lal, B.A., Rai Bahadur, was promoted to Rs. 400 and Sheikh Ibad-ullah to Rs. 300, *vice* Pandit Gaindan Lal. Pandit Murli Dhar Nagar, M.A., who officiated as Assistant Inspector during the leave of Pandit Lakshmi Shankar Misra, was confirmed on Rs. 200, *vice* Sheikh Ibad-ullah.

In February 1904 Munshi Janki Prasad, Assistant Inspector of Schools, Lucknow Division, also retired. Sheikh Ibad-ullah, Assistant Inspector of Schools, Fyzabad Division, was transferred to the Lucknow Division. Pandit Ikbal Kishan, M.A., S.C., Assistant Inspector on Rs. 200, was promoted to Rs. 300, and Munshi Mewa Ram, B.A., Deputy Inspector of Schools, Bara Banki, was appointed Assistant Inspector on Rs. 200, *vice* Munshi Janki Prasad, retired.

There was only one addition to the subordinate inspecting staff during the year. An extra Sub-Deputy Inspector was appointed at Etah. The number of district inspecting officers is still insufficient, and several of the District Boards asked for an increase of the inspecting staff; but funds were not forthcoming, and the consideration of their requests had to be postponed. There is generally a marked improvement in the quality of the inspection work of the subordinate inspecting staff, and this may be attributed mainly to the better attainments and therefore higher intelligence of the men more recently recruited.

There was no change among the Inspectresses during the year.

CHAPTER IV.

COLLEGIATE EDUCATION.

9. *The working of the University.*—In 1901 the Government of India desired that provision for granting a license in teaching should be made by the Universities, and that the Training College for teachers, established at Allahabad, should be developed. Accordingly regulations for a teacher's certificate examination have been under consideration. The question of the affiliation of the Training College will shortly arise, and in order to satisfy the demands of a reformed Senate it may be necessary to effect improvements in the institution and to incur a larger expenditure than is now sanctioned.

New regulations in law have also been adopted. Under these the LL.B. examination is divided into two parts,—one preliminary, called the Previous Examination in law, to be undergone at the end of the first year's course, and the other, the final, to be called the Examination for the degree of Bachelor of Laws. No one who has not passed the Previous Examination will be allowed to present himself for the degree examination. It is considered that the effect of these regulations, if they receive the sanction of the Government of India, will be to raise the status of vakils and pleaders, and prove beneficial to the legal profession and to the public.

It was proposed to raise the fees at the Entrance and School Final examinations to the same amount as in Madras, on account of the financial embarrassments of the University. But there was considerable opposition to such a measure, and moreover it was thought that the University might so benefit from the funds which the Government of India proposes to place at the disposal of the various universities that such an unpopular change might not after all be necessary. Hence the motion was rejected.

Regulation 6 in Arts has been amended by the Senate in order to provide for the adoption of the Cambridge Syllabus for the teaching of geometry in schools; but the Government has desired the postponement of this reform until it can be considered by the University under its new constitution.

The question of the introduction of a clerical-commercial course of studies was under discussion, but, in view of the fact that the new Universities Act was about to be passed, further consideration of the proposal was postponed.

Rules for the recognition of college hostels have been framed by the Syndicate and embodied in the Bye-Laws. They do not provide that the hostels of affiliated colleges must conform to the conditions of recognition therein imposed; but only that recognition shall be obtainable on certain conditions if the managers choose to apply for it.

Bye-law No. 40 which prescribes rules for the recognition of schools by the University has been amended. As it stood the University had practically no voice in the recognition of schools for the Entrance examination, being guided entirely by the decisions of the Educational Department. The amended bye-law gives the University a power of control in the matter. The change has been effected in accordance with what was understood to be the wish of the Government of India. But its adoption is dependent upon the orders of the Local Government.

During the year the Benares Central Hindu College was affiliated to the standard of the B.A. examination; and affiliation for a period of five years for the B.Sc. examination was granted to St. John's College, Agra. On the other hand the college classes in connexion with the Fyzabad High School, ranking as a second grade college, have been discontinued by order of Government, and will be removed from the list of affiliated institutions.

University Examinations.—In the M.A. examination 18 candidates passed out of 40, 12 passed in English, one in Arabic, 2 in Persian, one in Sanskrit and 2 in History. At the First D.Sc. examination

there were 9 candidates, *viz.*, 4 in Mathematics, 2 in Physics and 3 in Chemistry. Of these 2 passed in Mathematics, 1 in Physics and 3 in Chemistry. Two appeared in Chemistry at the second D.Sc. and passed. One also took up this branch of study for the third D.Sc. and passed in the first division.

At the B. A. examination 208 candidates passed out of 320. One appeared from Isabella Thoburn college, Lucknow, and passed in the first division. From Meerut college one candidate passed in the first division, obtaining honours in Sanskrit. There were 19 candidates in the B.Sc. examination of whom 14 were successful.

This year 448 candidates passed the Intermediate examination out of 708 who presented themselves. The pass lists include nine women. Eighteen candidates won the distinction of a place in the First Division, and among these were one from Isabella Thoburn College, Lucknow, and one from Woodstock Girls' School, Mussoorie. St. John's College, Agra, and Canning College, Lucknow, each placed three students in the First Division; Muir Central College, Allahabad, and Victoria College, Lashkar, each obtained two such places of honour. From the Muhammadan Anglo-Oriental College there were 61 successful candidates, from Canning College 44, from Agra College 38, and from Muir College 34. The results are unusually favourable; but a year of exceptional failure, such as was recorded in my last report, is likely in the nature of things to be followed by one of exceptional success, because so many of the candidates will have had to undertake an additional year's study and preparation, and the average standard of attainment will be higher.

At the Entrance examination there were 1,546 candidates and 427 at the School Final, or 1,973 in all as compared with 1,856 the previous year. At the School Final the numbers were less by 36 than last year. At the Special Vernacular Examination the number of candidates rose from 154 to 224, and the passes from 116 to 178.

Income and Expenditure.—On the 1st January 1903 the University had at its credit an opening balance of Rs. 20,866, while the total income from 1st January to 31st December 1903 amounted to Rs. 29,688, making a total of Rs. 50,554. The total expenditure during the same period was Rs. 49,453, leaving a balance at the end of the year reduced to Rs. 1,101. The question of placing the finances of the University on a satisfactory footing has been postponed until the new conditions of working under the Universities Act, which has recently become law, are determined.

Arts Colleges.

English.

10. The number of State colleges is 2, being one less than last year in consequence of the closing of the Fyzabad second grade college; there is no change in the number of aided and unaided institutions. The enrolment on the 31st March had increased from 1,381 to 1,454, and the average number on the rolls monthly during the year from 1,554 to 1,640. The increase occurs principally in unaided colleges. The cost to Provincial revenues shows an increase of Rs. 5,726 owing to the increments of Professors' salaries, and to the increased grants to aided colleges. Fees in State colleges increased by about Rs. 1,000 and in aided colleges decreased by a similar amount; in unaided colleges the increased attendance accounts for an increase of Rs. 4,180 in the fee income. The fees cover about one quarter of the total expenditure. The average fees for the year in State, aided and unaided colleges respectively are Rs. 92, Rs. 62 and Rs. 46, or approximately £6, £4 and £3. The cost per scholar in State colleges is Rs. 447, of which Rs. 349 is met from Provincial revenues. In aided colleges the corresponding figures are Rs. 218 and Rs. 67. In unaided colleges the average cost per scholar is Rs. 166.

Vide General Tables III and IV.

11. *Muir Central College.*—This important Government institution at the seat of the University showed an enrolment of 201 students

on the 31st March 1904, an increase of 6 since the corresponding date of the previous year. The distribution in the different classes was—Intermediate classes 99; B.A. and B.Sc. classes 82; D.Sc. classes 20. Among the students were two Europeans or Eurasians, one being a young lady; there were two native Christians and 38 Muhammadans.

Mr. Jennings, Professor of English Literature, was absent on furlough almost throughout the year, and Mr. G. R. Kaye, Vice-Principal of the Training College, occupied his place.

The expenditure on the college has increased from Rs. 87,700 to Rs. 95,680. The increase is chiefly due to (1) the increments of the professors' salaries, (2) appointment of a whole-time superintendent for the boarding house, (3) the raising of the allowance for the physical science and chemical laboratories, and (4) increased expenditure on machinery and plant for the same. The fee income stood at Rs. 19,082 and the income from other sources was Rs. 254; thus the expenditure met from public funds comes to about Rs. 76,344.

The new compulsory study of a classical language for the B.A. degree has helped to swell the enrolment in the Science classes; so much so that the Professors both of Physics and of Chemistry have made strong representations of the need of appointing Assistant Professors, with whom they may share the heavy work that falls on them. A great deal of encouragement has been given by the Government to this side of the college work, and with such result that further expenditure must now be incurred on the staff, or the Province must be left to content itself with a very imperfect performance of the special task assigned to this college in the development of the study of Science. The latter is obviously an alternative to be deprecated by all who are interested in promoting higher education in the United Provinces. On the Arts side, as I have frequently had to point out, additions to the staff of the college are urgently needed if this institution is to maintain a position comparable to that of the Aligarh College, Canning College, Queen's College and other smaller institutions, in which the teaching of English, History, Philosophy and cognate subjects is undertaken by professors of high qualifications. If the colleges are weak, it is impossible for the University to acquire any worthy reputation; and if the college which is maintained to be a model to the rest of the Province is manifestly crippled in its operations, the outlook becomes serious.

At the Intermediate examination 34 candidates passed out of 45.

At the B.A. examination 32 passed out of 49. Thirteen candidates appeared in the B.Sc. examination of whom 10 passed.

At the 1st D.Sc. two appeared in Mathematics of whom one passed in the third division; two appeared in Physics, one passing in the second division; two appeared in Chemistry and passed, one in the second and the other in the third division. At the 2nd D.Sc. two candidates appeared in Chemistry, and both passed in the second division. At the 3rd D.Sc. examination one student appeared in Chemistry and was placed in the first division. Two of the above students have undertaken original researches.

At the M.A. examination 7 passed out of 12. Five passed in English, one passed in Arabic and one in Sanskrit.

There were 146 boarders resident as follows:—In the College Boarding House, 48; Muhammadan Boarding House, 20; Oxford and Cambridge Hostel, 42; Hindu Boarding House, 36.

A considerable improvement in the status of the boarding houses was effected by the appointment of a superintendent on Rs. 100 a month. Babu Jagmandir Lal Jaini, M.A., who was appointed to this post, has shown much interest in his work, and is effecting improvements in the management of the houses. Unfortunately there are no suitable quarters for him to occupy; and there is the further inconvenience that one of the houses is at a distance from the college, so that it can only be visited, and not constantly supervised, by the superintendent.

The Hindu (MacDonnell) hostel is in course of construction, and the boarders are accommodated for the time in two old bungalows, as last year. The arrangements for superintendence remain imperfect. The aim of the promoters was to collect a sum of 3 lakhs in addition to the Rs. 26,000, which has had to be spent on the purchase of the site. Towards this the subscriptions already received from the public amount to only Rs. 97,550. A Government grant of Rs. 20,000 has been sanctioned. The total promises fall short of one half of the sum desired.

The Oxford and Cambridge Hostel provides excellent accommodation for 50 students. This useful institution owes its origin to members of the two ancient universities of England, who have contributed liberally to the initial outlay, and still continue their support. Thus a well-meant and well-directed effort has been made to meet the wish expressed by the Government of India for the maintenance of a hostel under effective resident supervision, where a properly regulated social life should be offered under healthy and vigorous moral conditions. The professed object of the promoters is to introduce into India the best features of an English college, built upon the idea of a common corporate life under religious influences, but, as in England, religious teaching is not compulsory. The Church Missionary Society appoints the Warden and Sub-Warden, and makes provision for their salaries. These constitute the staff of the institution. They are graduates of the two English universities, and, being free from college engagements, they are able to devote themselves to developing the tutorial system and cultivating personal relations with their students. The monthly fee charged for commodious furnished quarters, servants, medical attendance, use of the common room and for athletics is only Rs. 2.

In connexion with the development of residential hostels, Dr. Thibaut, the Principal, quite properly points out the need of some uniform system of regulations for the several houses, at any rate with regard to the more important points of management and discipline, and of a clearer definition of the duties and responsibilities of the Principal of the college with regard to these institutions. The ruling authorities of the various hostels naturally have their own views as to general principles of management and means of maintaining discipline, and naturally again they are inclined to appeal to the Principal for his assistance whenever they encounter special difficulties. Misunderstandings and friction have sometimes resulted from this state of things; and hence such regulations as Dr. Thibaut desires are required. An endeavour is being made to meet this need, in consultation with the authorities concerned.

12. *Queen's College, Benares.*—The following changes took place in the staff of the college during the year. Mr. Venis officiated as Director of Public Instruction, Central Provinces, from 11th July to 4th October, and resumed charge of his office as Principal of this college on the 5th October 1903. Mr. Mulvany, Professor of Philosophy, officiated as Principal during the absence of Mr. Venis and Mr. F. J. Moss, Headmaster of the High School, Bareilly, acted as Professor of Philosophy *vice* Mr. Mulvany. Mr. Knox Johnson was on special leave for about six months and a half from 6th July, combined with the summer vacation. Babu Harikesava Sanyal, B. A., 2nd Master of the Collegiate School, Benares, officiated for him as Professor of English Literature during his absence. Pandit Sudhakara Dwivedi continued to officiate as professor of Mathematics, as in the previous year, *vice* Mr. M. N. Datt, transferred to act as Headmaster of the Collegiate School.

Ninety-seven students were on the rolls of the college on 31st March 1904, as against 88 in the preceding year (and 77 and 61 in 1902 and 1901 respectively).

There were two candidates for the M. A. degree in English of whom one was successful; 22 for the B. A. degree of whom 16 passed, and four for the B. Sc., of whom 3 passed.

In the Intermediate Examination of March 1904, 32 candidates appeared from this college, of whom 20 passed.

Apparatus and chemicals were added to the college laboratory by special sanction to the amount of Rs. 600, and permanent improvements were made during the year.

A grant of Rs. 5,000 has been sanctioned by Government towards the extension and improvement of the playing fields.

In the boarding House there are 25 college students.

13. *Canning College, Lucknow (aided).*—The general work of the college was seriously affected by the outbreak of plague in the early part of the year, and the attendance during April 1903 was little more than nominal, but the enrolment at the end of the year under report was 211 against 189 last year.

Considerable improvements have been made in the Physical and Chemical laboratories. The annual science contingent expenses have been raised and another laboratory assistant has been employed. Maps and diagrams suitable to the subjects taught, as well as a set of very large photographs of striking English or European scenery, properly coloured and suitably framed, have been hung in the class rooms. In the library, too, pictures illustrating common aspects of English life have been hung. To help the study of Psychology and Anatomy models of the ear and the eye were purchased from Paris. Being capable of dissection so as to show all the parts that have been differentiated in the organs, they are more instructive for rapid demonstration to a number of students than the actual dissection would be.

For the M. A. degree there were 4 candidates in English, of whom only one was successful, and one in Persian who passed. One student took the first D.Sc. with success. Of the 36 candidates for the B.A. degree 24 passed. The solitary candidate who appeared in the B.Sc. examination failed. At the Intermediate examination 44 passed out of 74 candidates, 3 being placed in the first division.

The new boarding house is a very unsatisfactory building, ill-adapted to the purpose and requires improvements.

14. *Agra College (aided).*—The average daily attendance throughout the year has increased from 147 to 157; the enrolment on the 31st March numbered 175. The fee income has risen from Rs. 10,609 to Rs. 11,889. The cost per student is Rs. 182, of which Government contributes Rs. 38.

At the Intermediate examination there were 63 candidates, of whom 38 passed. There was one candidate for the M.A. who failed; 35 for the B.A. of whom 22 passed, and 18 for the LL.B. degree of whom 6 were successful.

There has been no change in the boarding house accommodation, about which I commented last year. Apart from the various caste houses not under college control, the college boarding houses generally accommodated 120 boarders during the year.

Type-writing and short-hand classes have been opened during the year; towards the starting of these Government made a grant of Rs. 600. The classes are well attended.

15. *Muhammadan Anglo-Oriental College, Aligarh (aided).*—The college has now reached the extreme limit of expansion which with the present building is possible. No less than 100 applications for admission were refused during the year. The Intermediate classes specially were of most unwieldy dimensions; the 2nd year class contained no less than 117 students. Considering the eagerness shown for admission to the institution, and the fact that the students for the most part are from well-to-do classes, the question of raising the fees substantially might with advantage be considered.

The line of buildings between the Strachey Hall and the Mosque is now reaching completion, and the large room known as the Asman Manzil, which can accommodate 100 students, is now in use as a lecture room. Three smaller rooms are also finished and the Nizam Hall is approaching completion.

The teaching in M.A. history has been systematized by the division of the work among four members of the college staff and by the determination to teach only one of the alternative courses, *viz.*, Indian History. Much greater attention than formerly is paid to essay writing and each student receives individual tutorial attention.

There was one candidate for the 2nd D. Sc. examination who failed, and one for the M.A. degree in Persian who passed. Thirty-two out of 46 obtained the B.A. degree and 61 out of 94 candidates passed the Intermediate examination. The results in the latter examination were very satisfactory.

Since the opening of the MacDonnell House the separation of the school boarding house from that of the college is now almost complete.

The English House is now located in a building standing in its own grounds, but it is reported to be not yet paying its way. The Lady Superintendent has introduced great improvements and the institution is growing steadily more popular. In reference to the control and guidance of the college students the Principal's remarks are quoted *verbatim*. He says:—"The system of organization which will, I believe, be found most suitable for the college is the distribution of the students among different tutors, and a tentative beginning has already been made in this direction. It must, however, be confessed that the best work which is done in the college boarding house is still voluntary and unsystematic; I refer to the different clubs and societies in which members of the staff take part; and with regard to these, I assert with confidence that not for the last fifteen years has so much activity been seen in the college. I look upon the association of the staff and students at these gatherings as an integral part of the residential system, and of the utmost importance in Aligarh, but I am compelled to call attention to the fact that it constitutes a considerable drain upon the energies of the staff; this drain was not felt in days when the staff had much less to do, but the work has of late increased not only in degree but in kind." The proper remedy is no doubt an increase in the staff.

The college has this year rather more than sustained its reputation for athletics; but with the growth of numbers the play-fields are becomingly inconveniently crowded. The practice of playing "Old Boys" in first class cricket matches has been wisely discontinued. The college XI won the 1st prize in the University Tournament, and the Football Team, in the absence of the Roorkee men, had little difficulty in disposing of all other competitors; the College Hockey Team won the Inter-College competition, and out of 30 prizes in athletics the college carried off no less than 19.

16. *Meerut College (aided).*—The Principalship has been filled by the appointment of Mr. William Jesse, M.A (Selwyn College, Cambridge), F.Z.S., first Assistant Master of La Martinière, Lucknow. The college has suffered a great loss in the death of its devoted Honorary Secretary, Babu Prahlad Singh, who watched over its interests with the most assiduous care; and again in the death of another friend, Babu Ajudhia Prasad, Government Pleader. The number of students remains much the same as for the last two years, being returned as 50. The fee income, including that derived from the Law classes, is about Rs. 4,000. The expenditure during the year was below the normal, owing mainly to the Principalship being vacant for the greater part of the year. The full cost of maintenance may be reckoned at about Rs. 15,000. The Government grant to the college, including the High School classes, is Rs. 7,605.

At the Intermediate examination held in March last 16 candidates passed out of 21, a result which may be regarded as satisfactory. The improvement in English was very marked. At the B.A. examination there were nine candidates of whom six passed.

The boarding house accommodation provides for 35 students, but it is not suitable. Two gentlemen, Lala Manna Lal and Lala Ram

Chandra Sarupa, have recently allotted Rs. 500 out of marriage charities to a fund for a new Hindu boarding house.

Games and the Library receive some attention, but in these directions the *res angusta* stands in the way of progress. The staff does what it can at commendable self-sacrifice to help things forward. In addition to lack of funds, the college suffers from lack of buildings. The hopes that the buildings now occupied would come definitely into the possession of the Committee have been frustrated, and while they are rented they cannot be improved so as to make them suitable for a college.

17. *Christ Church College, Cawnpore (aided).*—This college has again suffered severely from the continuance of plague in the city, which reduced the attendance and interfered with the regularity of the work. The total number of students in the Arts Department was 73, and the average attendance 55. Three candidates appeared in the M.A. examination of whom only one passed. At the B.A. examination nine passed out of 12 candidates. Twenty-four students appeared for the University Intermediate Examination and 14 passed. At the commencement of the year Government sanctioned an addition of Rs. 200 per mensem to the college grant on condition that an additional English Professor should be added to the staff. The arrival of the Rev. A. G. Cowie M. A., at the close of 1903, enabled the college to claim this additional help. Accommodation for 12 more students is being provided in the hostel for non-Christians; towards the cost of this hostel the Government has contributed Rs. 4,000. The total expenditure on the maintenance of the college is Rs. 14,192, of which Rs. 4,197 is met from fees, and Rs. 2,693 from the Government grant.

18. *St. Andrew's College, Gorakhpur (aided).*—This is a small second grade college of less than 30 students, and it receives a Government grant of Rs. 1,200. The fees last year amounted to Rs. 1,552; and the balance of Rs. 3,125 was made up by the Church Missionary Society. Three students hold Government scholarships. Twelve candidates appeared for the recent Intermediate examination of the Allahabad University, and six passed. The Principal suggests that the prevalence of plague probably affected the results by the hindrance to steady work which it occasioned.

There is no boarding-house at this college. Moral instruction based on the Bible is given daily.

19. *Kayastha Pathshala, Allahabad (unaided).*—The number of students in this second grade institution shows a further decline, *viz.*, from 73 to 55. At the Intermediate Examination 13 out of 31 candidates passed, two being absent. The fee receipts amounted to not more than Rs. 1,269. The expenditure was Rs. 8,681. There is a boarding-house for Kayastha students, of whom 25 were in residence during the year. No attempt is made to provide definite moral instruction to the students of the Pathshala.

20. *St. John's College, Agra (unaided).*—This college, supported by the Church Missionary Society, has a staff of three European Professors with a competent body of assistants. The average monthly attendance shows a marked increase during the year, having risen from 96 to 135. Eight candidates passed the B.A. examination out of 12. The college sent up 43 candidates for the Intermediate examination and passed 26, of whom three were placed in the first division, including the first place in order of merit. These results are evidence of good work. On the Science side affiliation to the University of Allahabad has now been obtained up to the standard of the B.Sc. degree.

Considerable additions have been made to the Hindu Hostel for the greater convenience and health of the residents, and an extension for the accommodation of 20 more students has been undertaken. An appeal is being made in England for further extensions which are felt to be necessary.

The Business department has grown in popularity. It has been given a Government grant of Rs. 60 per mensem, and Rs. 250 for apparatus. Students who pass successfully through this department find it easy to obtain work on Rs. 30 to Rs. 50 per mensem, with good prospects.

The college celebrated its Jubilee last December.

21. *Central Hindu College (unaided).*—This institution has now been affiliated to the University of Allahabad up to the B.A. standard.

The Principal, Dr. Richardson, returned from leave during the year; and in order to relieve him of the heavy administrative work of the college the office of Vice-Principal has been created, and filled by the appointment of Mahamahopadhaya Pandit Aditya Ram Bhattacharya, M.A., Late Professor of Sanskrit in the Muir Central College. The staff includes three teachers of Chemistry, two of English, two of Sanskrit, one of History and Political Economy, one of Philosophy and Logic, and one of Mathematics. Three of these are Europeans and the others are drawn from the Calcutta, Bombay and Allahabad Universities. There has been an increase in the enrolment from 77 to 104. There was also an encouraging improvement in the results of the Intermediate examination, 30 students having passed out of 45.

The institution was primarily founded to supplement secular education with religious instruction, for which the study of the language of the Hindu sacred writings is considered to be a most valuable auxiliary. The college report, however, points out with regret that the number of Sanskrit students remains disappointingly small. Religious instruction consists of the reading of the Gita by a pandit at the commencement of the day's work, and the delivery of an address in Hindi; and the text books of the Sanatan Dharma Series are also taught. The interest displayed in religious instruction is said to fall short of that shown in the intellectual and physical training of the students. Athletics are successfully encouraged, and the college distinguished itself during the year in tournaments and contests with numerous competitors. The boarding house has been enlarged by the addition of a second storey to the south and west wings of the quadrangle. It is under the superintendence of Pandit Chheda Lal, B.A. The college is likewise being extended at a cost of Rs. 20,000 in order to provide a larger and better laboratory for students of Science. Moreover, residences for the professorial staff are being erected on land adjacent to the college, with a view to approaching more nearly to the conditions of English University life than is generally attempted in Indian colleges. The Central Hindu College has thus made distinct progress during the year, and it promises well for the future. The low fees must remain an effective element of popularity, so long as the full fee rates continue to be fixed at not more than Rs. 2 per mensem, or Rs. 20 per annum.

22. *Reid Christian College, Lucknow (unaided).*—This is an unaided college with an attendance of 43, excluding the Business department where more than 151 students were under instruction. At the Intermediate examination of the University seven passed out of fourteen, and at the B.A. four out of six. There is a system of holding monthly examinations, and the Principal considers that it is productive of good results. Games are encouraged and show a growing popularity among the students. Singing is also taught to those who care to learn it.

There is a boarding house, and various sanitary improvements have been introduced into it. It is perhaps owing to these that while plague prevailed all round and close to the boarding house, it did not attack any one residing in it.

The Bible is taught daily in all classes, and lectures on moral and religious subjects are given from time to time. The Principal finishes his report with the words "we seek not simply to give instruction: we seek to impart our standards, our ideals, ourselves, to those whom we meet day by day in the class room."

The Business department is well managed, flourishing and popular. A monthly grant-in-aid of Rs. 100 per mensem has been allowed for it, and Rs. 1,500 has also been given by the Government for typewriting machines and other equipment.

23. *Bareilly College (aided).*—The number of students in the Arts classes was 104. Most of them appear to discontinue their studies after passing the Intermediate examination. The income of the college was Rs. 27,157, including the Government grant of Rs. 6,480, interest on invested funds, Rs. 5,883, fees Rs. 7,939. The floating balance at the commencement of the current year was Rs. 3,720. This would appear to put the Committee in a position to raise the salaries of the staff, who have hitherto given their services for less than is usual in institutions of this class, in consideration of the poverty of the college ; but whose expectations that they should have a share in any increasing prosperity have been raised only to be deferred again and again. The work of the staff has been successful, as is evident from the results of the Intermediate examination, in which 26 candidates passed out of 44, and of the B.A. examination in which 7 out of 11 candidates passed.

Oriental Colleges.

24. *Sanskrit College, Benares.*—This year the college suffered a severe loss by the death of Pandit Surendra Lal Goswami, Assistant Professor of Nyaya Philosophy. The results of the annual examinations were, on the whole, very satisfactory. 109 candidates appeared for the Acharya examination of whom 61 passed ; 314 candidates appeared for the Madhyama examination of whom 128 passed, and 266 entered for the Prathama Pariksha and 100 were successful. The college continues to extend its sphere of influence within and beyond these provinces. New pathshalas here and elsewhere are constantly applying for admission to the examinations of the college.

The number on the rolls of the college has again increased, there being 427 as against 419 scholars last year.

Fazil and Mulla Examinations.—No candidate appeared this year in the Fazil examination. Six candidates appeared in the Mulla examination. One passed from the District School, Mirzapur, 2 from the Chashma-i-Rahmat School, Ghazipur, and 1 from Canning College, Lucknow.

Colleges for Professional Training.

25. *Law Classes.*—The increase of one in the number of Law classes is due to the opening of a Law class in the St. John's College, Agra, during the year. The number of scholars on the rolls on 31st March 1904 was 456, against 364 on the same date in the previous year. The expenditure on the aided and unaided colleges is the same as last year, but in State college it shows an increase of about Rs. 2,000. This is chiefly due to the fact that the post of the Law Professor, which during the year 1902-1903 remained vacant for some time, was filled throughout the whole of the year 1903-1904. The Law classes of the Muir Central College are put to much inconvenience, because none of the present lecture rooms is sufficiently large to hold the classes when combined, as they are in the case of certain lectures. A lecture room affording accommodation for some hundred students is one of the great needs of the college. The same room could be utilized for public lectures. At present the Vizianagram hall has to be used occasionally for teaching and lecturing purposes ; but it is ill-adapted from the acoustic point of view ; and moreover, it is not desirable that a hall of elaborate and costly construction which was primarily meant for extraordinary meetings of specially important or festal character should be habitually exposed to risks of damage and general wear and tear. At the LL.B. examination of 1904, 44 passed out of 107 candidates.

26. *Thomason Civil Engineering College, Roorkee.*—The Principal's report offers no remarks on the variations in the statistics; and the tables which he has given in the body of his report, though numbering no less than 15, give only the figures for the present year. If tables are to be admitted to the body of a report, they should be few in number and comparative. By a comparison of this year's report with last year's I am able, however, to extract the following figures which are suggestive or important :—The number of pupils in the Draftsman and Computer's class this year is 11 as against 6 in the last year. The Mechanical apprentice class has 32 students as against 21 students last year. The total number of candidates for admission to the college is 407 as against 355 last year. Seven candidates passed the final examination of the Photo-Industrial class this year against 3 last year.

The syllabus in each class has been modified and brought up to date to suit modern developments in engineering. The list of text-books has been revised, and the latest approved methods of instruction in geometry and mechanics introduced.

A Survey class for native officers of the Imperial Service Troops was held during November and December. The officers proved themselves zealous and keen to profit by the instruction given.

The Photographic, Photo-Mechanical and Press sections of the Industrial class are doing excellent work. To attract students to the Draftsman and Computer's class, arrangements have been sanctioned by Government under which the five most promising men who pass the Lower Subordinate examination, but fail to gain admission to the service, are admitted to the Draftsman class. The Principal has no remarks to offer on the results of examinations, and the tables which he gives do not supply the information required under G. O. No. 282/III—481C of 3rd March 1902, conveying instructions relating to the preparation and submission of reports.

The strength of the College Company of Volunteers is 50. It was inspected by Major-General G. Henry, C.B., R.E., Commanding the Meerut District, and gained his approval for the effective shooting made during the Attack Practice carried out before him.

The college could not compete at the University Tournament as the date of the tournament clashed with the term examinations. The conduct of the students was generally good, but two students were expelled for making use of unfair means to pass their examinations.

A large amount of apparatus has been made up locally for the laboratory of the college and added to its equipment; and it has this year been found possible to reduce to about one-third the amount of the annual indent from England. The local manufacture of apparatus for the college is expected to increase considerably. Steady improvement and increased efficiency in every department of the college are noticeable.

27. *The Government Traning College for Teachers.*—The Senate of the University passed regulations for the theoretical and practical examination of trained teachers, with a view to granting a degree or diploma to those who might satisfy the examiners that they were duly qualified. The regulations have not been sanctioned by the Governor General in Council. It will be necessary to amend them so as to admit none but graduates to the examination. In accordance with the policy of the Government of India, the Training College requires an adequate staff of well trained members of the Indian Educational Service; the period of training for under-graduates who have passed the Intermediate examination should be increased from one year to two years, as for those who have passed the Entrance examination only; undergraduates will be examined and certificated, as at present, by the Department and not by the University; the district high school, which serves as a practising school, should be removed from the control of the

District Board and placed under the same authority as the Training College; the practising school should be throughout equipped with well trained teachers; and in addition to a good library, of which there is already an excellent beginning, there needs to be a museum in which there may be exhibited "samples, models, illustrations, or records of the school work of the province." Much therefore remains to be done to carry out in its entirety the policy laid down by the Government of India.

During the year the extension of the buildings and the provision of a theatre for the criticism of practical work have been taken in hand.

CHAPTER V.

SECONDARY EDUCATION.

(Schools and Scholars.)

28. The number of secondary schools for boys is five more than in the previous year. The abolition of the English middle examination has resulted in a reduction of 4 in the number of English middle schools, and an increase of one in the number of high schools for natives. There is a general desire to raise to the high standard existing English middle schools, which are thought to be leading an aimless sort of existence now that there is no public test of their achievements. There are 90 high and 80 middle English schools for natives. There are 320 vernacular secondary schools with an increase of 8 district or municipal board schools, and 2 aided schools. Secondary schools are therefore generally vernacular, not English. The number of boys in the secondary department has risen from 22,663 to 23,856; or omitting European schools, from 21,769 to 22,984. Of these 10,352 are in vernacular and 12,632 in English schools, there being an increase of 883 in the former and of 332 in the latter. There can be no doubt that but for the visitation of the plague the numbers would have been higher. This progress is encouraging as far as it goes; but it is evident that only a mere handful of the boys participate at present in secondary education, vernacular or English. The education of boys at this stage is on a par with that of girls in the primary stage, *i. e.*, it is only at its beginning. With a population of about one-fifth of the whole of India, we return but one-sixteenth of the boys in the secondary stage in English schools; in vernacular secondary education the United Provinces take the lead, for we returned nearly 30 per cent. of the total number of scholars at that stage in India in the year 1901-1902. In that year approximately ·4 per cent. of boys of school-age were in the secondary stage in English schools in the United Provinces, as compared with 1 per cent. in the Punjab, 1½ per cent. in Bengal, 2 per cent. in Madras and in Bombay. If the English education of our schools is at all worth having, it cannot be contended that there is too much of it in these Provinces. It is the branch in which we fall furthest behind the general line of India. There are, however, signs indicating an advance in this direction in the near future, although the increase this year is hardly more than nominal, being less than two for each school. Of the 12,632 boys in English schools, 9,611 are in the middle stage; but they are spread over four classes, while the 10,352 boys in vernacular secondary schools finish their course in two classes. Hence a paradox; more boys are receiving an English secondary education, although something like twice as many boys receive a vernacular secondary education.

Vide General Table III.

Vide General Table V.

(Expenditure, English Schools).

29. The expenditure on English secondary schools for natives is Rs. 8,08,707; that on the secondary departments, estimated on the lines suggested by the Government of India, is Rs. 6,45,411 as compared with Rs. 6,29,350 of the previous year. About Rs. 11,000 of the increase occurs in schools under the management of Government, over Rs. 15,000 in aided schools, nearly Rs. 4,000 in schools managed by native states; while there has been a reduction of nearly Rs. 14,000 in unaided schools, where there has been a great falling off in fees. Under these circumstances the education in unaided schools can scarcely have improved.

The expenditure from provincial revenues is Rs. 63,466, an increase of nearly Rs. 7,000; from local funds Rs. 1,76,929, an increase of over Rs. 10,000; from "other sources" an increase of over Rs. 8,000, in aided institutions as a partial compensation for loss of fees. The cost of English secondary education in schools under Government management is close on Rs. 57 for each boy, his average annual fee being Rs. 22 as. 8. In aided schools, where the largest enrolment is found, the corresponding figures are Rs. 46 and Rs. 17 as. 8. In unaided schools they are Rs. 48 as. 14 and Rs. 12 as. 6, respectively.

Examinations.

30. The number of candidates for the School Final shows a decline for the first time in the history of the examination, being 338 as against 370 last year. Government schools passed 74 per cent., aided schools

54, and unaided schools 62; the corresponding figures last year being 67, 58 and 44. The Government schools at Etáwah, Fyzabad, Aligarh, Bareilly and Benares were specially successful, as were also the following aided schools:—Agra Collegiate School, Gorakhpur Jubilee High School, Church Mission High School, Meerut, and the London Mission High School, Mirzapur. The Bengali Tola High School at Benares appears to be going beyond its means in attempting the teaching of science, for it presented four candidates all of whom failed.

The number of candidates from schools in the United Provinces who appeared at the Entrance Examination rose from 876 to 946, the increase being due in part to the smaller number who were attracted to the School Final, and in part to the measures adopted to prevent boys from these Provinces straying to other universities. The general percentage of success does not show any significant variation, but in aided schools it has declined from 51 to 46, much as in the School Final. Credit is due to the Headmasters of the following Government schools for excellent results:—Muzaffarnagar, Hardoi, Bijnor, Moradabad, Bara Banki, Unao, Fatehpur, Partábgarh, Ballia, and Saháranpur. The first two passed all their candidates; the third obtained five places in the First Division. The results at the Etáwah and Farrukhabad District Schools were very poor. At the former the work suffered owing to the illness and subsequent death of the Headmaster, Babu Surya Sahai, after good and faithful service; at the latter the failure is attributable to the presence of plague in the neighbourhood. Among aided schools the Jubilee High School, Gorakhpur, distinguished itself by passing all its six candidates, with one in the First Division. The following schools also obtained satisfactory results:—Agra Collegiate School, Aligarh Muhammadan Anglo-Oriental School, Allahabad American Presbyterian Mission School, Balrámpur Lyall School, Basti Church Mission Society School, the Bengali Tola High School at Benares, Jai Narayan's School at Benares, and the Jaunpur Church Missionary Society School.

Vide para. 66, Annual Report on public instruction, 1893-1894.

It was once held that large schools could not be expected to produce such good results as smaller schools. But by careful attention to the qualifications of the teachers appointed we have changed all that, and the large District Schools at Bareilly, Aligarh, and Fyzabad, the Agra Collegiate School, the Queen's Collegiate School at Benares, the Lucknow Jubilee School and the Muhammadan Anglo-Oriental School now rank among the foremost in the Province.

31. *High School Scholarship Examination.*—This year the examination was held in March instead of December, as, owing to an alteration in the date of the University Examinations, a change had also to be made in the time when the school session begins; and it was considered advisable, as well as being generally more convenient to the schools, to hold this school examination simultaneously with the Entrance and School Final examinations. There has been this year a considerable improvement generally in the quality of the work of candidates, pointing, no doubt, to a better appreciation of the nature of a scholarship examination. Of the 22 private scholarships reported last year three belonging to the Ballia district have been discontinued by the donors, and a new one has been founded by the Court of Wards, Sítapur. Out of these only 12 were awarded this year, because a sufficient number of candidates had not qualified for scholarships in the districts in which they were provided. The District Schools of Fyzabad and Ballia distinguished themselves by each carrying off three of the fifty Government scholarships in this examination.

32. Public scholarships in secondary schools are of three kinds, those awarded on the results of the High School Scholarship, of the Vernacular Final and of the Upper Primary examinations. The expenditure from provincial revenues during the year was Rs. 9,772, an increase of Rs. 1,626; from district funds Rs. 20,713, being an increase of Rs. 1,941; from municipal funds Rs. 2,385, an increase of Rs. 460; from fees Rs. 208, a reduction of Rs. 600; from other sources Rs. 9,490, a

Vide General Table IV.

reduction of Rs. 4,545. The total outlay on these scholarships has therefore fallen from Rs. 43,686 to Rs. 42,568. It would be an advantage if more local high school scholarships were available in places where qualified candidates are to be found.

33. The unanimity with which the superiority of trained to untrained teachers is admitted, not only by Inspectors, but by the managers of aided schools, and by all who have an opportunity of seeing their work, is very marked. It shows that the training given is on good lines, thorough and useful, and it thus speaks well for the provision made by Government, and for Mr. Kempster's always strenuous efforts to do his best by the students under training. Inspectors agree that even the presence of one trained teacher in a school is of much value as a stimulus to other teachers. Instances are not wanting in which the whole character of a school has been changed by the introduction of a couple of trained men on the staff. The number of teachers from the Training College duly certificated is constantly increasing; but the cry is ever for more. Owing to the better prospects offered in state schools, most trained teachers find their way at once or very soon to them, and the needs of aided and unaided schools are scarcely touched. This may explain in a measure the general superiority of state schools as judged by the results attained. The only remedy that suggests itself is a slow one, *viz.*, training gradually more and more teachers until there are enough for all. But even then the salaries in aided and unaided schools will eventually have to be raised. For this more funds will have to be in the hands of the managers, and these can generally only be looked for in more liberal grants from Government, or in a larger fee income. The grant-in-aid rules have been revised during the year so as to be somewhat more favourable to the schools; but not sufficiently to enable the managers to place themselves on a level with Government institutions, as regards salaries, equipment or extensions. It is doubtful whether the financial resources of Government admit of a more liberal scale of grants for English schools unless at the expense of other branches of education from which money cannot reasonably be taken. If not, managers would have to trust to their own efforts. Their fee income might be increased either by securing more scholars, of which there is some likelihood, or by raising the scale of fees. At present, with few exceptions, they levy fees at the *minimum* rates permitted by the rules; they have therefore an available margin amounting to one-third of their present realizations.

34. As an instance of the reality of the appreciation of English education on the part of practical business men, it is worth mentioning that Lala Nathi Mal, Rai Bahadur, of Khurja (Bulandshahr district) has maintained a school there for the last three years at his own cost, and that he now proposes to build a fine building, suitable and commodious for it, and to provide what may be necessary in the way of endowment. The building will, it is hoped, be commenced during the current year. The Amroha School (Moradabad District) has been reorganized with funds raised by local subscriptions, in which Maulvi Mushtak Husain and Captain Muhammad Husain took a prominent and praiseworthy part. With the sanction of Government the middle school at Hathrás (Aligarh district) is being raised to the high standard to meet local requirements. In Bulandshahr district there are five English schools, and the demand for English education is greater than the Board can meet. In Garhwál public subscriptions were raised towards the establishment of a high school at Srinagar; but Government preferred, after much consideration, to raise the status of the existing Mission School at Pauri in the same district to that of a high school instead. The Almora School, it is true, was established by Government with the aid of local contributions to satisfy the feelings of a section of the community that was not disposed to make use of the Mission School in that place; but the Deputy Commissioner expresses his opinion that it will never be able to compete

with the Mission School. In Garhwál there are happily no signs of antagonism to the educational work of Missionary Societies.

35. Several municipalities maintain English secondary schools. The cost of the maintenance of high and middle English schools by municipalities is Rs. 27,126 annually; but it cannot be said that this large sum is spent to the best advantage. The schools, speaking generally, are neither well managed nor efficient. The High School, Orai, and the Jubilee High School, Gorakhpur, are however honourable exceptions. But the Jubilee High School, Gorakhpur, is a unique institution in that it is an English school managed by a municipality and maintained partly by municipal contributions and partly by a Government grant-in-aid. Being subject to all the rules enforced in aided English schools the powers of the municipality in regard to it are restricted, and the school is one of the most flourishing in the Province. Municpal schools which are recognised by the University or the Department are open to inspection and are now regularly inspected. The Inspector of Schools sends a report of his inspection to the Chairman, and, if dissatisfied with the management of the school and the tuitional results, can, if his warning is persistently disregarded, take steps to have the privilege of recognition withdrawn. Inspectors find Municipal Boards hard to move in the direction of reform and very deliberate about taking action to remove even glaring defects. Progress is therefore slow, and much patience and tact are needed in dealing with their educational sub-committees.

In giving aid to secondary schools municipalities are apparently bound by no rules. They give whatever amount they can spare, with regard to the pecuniary needs of a school, but often without regard to its deserts. They are disposed to assist schools which are not of the kind included by the Department in the Government grant-in-aid list. These are usually struggling institutions too poor to be able to engage efficient teachers. It is a question whether in the interests of education it would not be better policy to discourage them. Many would speedily collapse but for municipal support; as it is, they eke out a precarious existence, competing indifferently by the attraction of low fees and a milder discipline with their more efficient neighbours. It is in schools of this class that English is often still taught in the Lower Primary section.

36. In many schools the salaries of teachers have been appreciably increased during the year with the object in some cases of making competent men more contented in their work, and in others of securing the services of better qualified teachers. In several places the scholars overflow the buildings; and in some schools, as at the Sháhjahánpur District School, further admissions have had to be refused for want of room.

Owing to the deputation of teachers to the Training College, there has been a larger number of transfers of teachers than usual during the year under review. This has been an inconvenience, but the interests of the schools have been carefully considered, as is evident from the fact that the year's work shows improved results even where the transfers have been most numerous. As far as possible transfers are made at the commencement of the school year, so that the work of the classes may not be interrupted when once fairly started.

Secondary Vernacular Schools for Boys.

Vide General Table III.

37. Of the 320 schools returned, 293 are managed by District Boards, 6 are managed by municipalities, 4 are managed by Government, *viz.*, the practising schools attached to Normal Schools, 14 are aided and 3 are unaided private schools. The schools maintained or aided by municipalities, as judged by the results of the Vernacular Final examination, are not so efficient as District Boards' vernacular middle schools, though subject to inspection by the district inspecting officers and by Assistant Inspectors when touring in their neighbourhood. It would appear from this that the management is at fault.

The increase in the number of schools is 10, and in the number of scholars in the secondary stage 912, or on the average enrolment 994.

The expenditure on secondary education estimated in the prescribed manner is Rs. 1,15,940, or an increase of Rs. 10,414. The actual expenditure on secondary schools, inclusive of primary and secondary departments, is Rs. 2,81,674. The increased expenditure is from local funds, on account of the new schools maintained or aided by the Boards.

Vernacular Final Examination.—During the year under report this name has been given to the examination formerly known as the Vernacular Middle. The change of name was explained in my last report (paragraph 36). There is again a rise in the number of candidates, *viz.*, from 4,056 to 4,495, and in the passes from 2,148 to 3,133.

The examination results show improvement on those of last year, but the Registrar points out the same defects in the teaching of Composition, Grammar, and Arithmetic, and the work in Euclid, History, Geography and Map-Drawing was very indifferent.

Scholarships are given on the result of this examination to the first forty successful candidates to help them to continue their studies up to the Entrance or the School Final examination of the University. They are tenable at schools where special classes have been opened for scholars who have passed the Vernacular Final examination and desire to read English. Of these 40 scholarships no less than 4 were won by the boys from the Town School, Bareilly, one being first in the Province.

38. With regard to the staff of State vernacular middle schools, it is generally qualified and capable in comparison with that of the small number of aided schools; these State schools are usually called Town Schools, and the education they give is making progress. As a rule the pay of their teachers has been raised to a minimum of Rs. 8 a month; but in Azamgarh and other districts the salaries cannot be increased to this figure "as the budget has been retrenched and no funds are available." The Chairman of the Gonda District Board remarks that in this way there has been a reduction of Rs. 876 in Middle Schools, and the pay of teachers has had to be cut down again, after having been raised in April 1903. The Commissioner of the division agrees with his remark that the uncertainty in the scale of pay is to be deprecated, as it hampers the formation of a contented and efficient educational service. In Farrukhabad it is stated that the pay of assistant teachers is "too low for efficiency; but the increased rate budgeted for by the Board has not been sanctioned." These are not isolated cases. The facts emphasize the need for more money. In some districts it is reported that the number of scholars requires more assistant teachers, but the want cannot be met for want of funds. In Hamírpur, and similarly elsewhere, "the appointment of six language teachers was sanctioned for Town Schools by Government Order dated 17th September 1903; but the amount budgeted for the purpose has not been sanctioned." It is proposed to utilize savings for the purpose this year, but that will be of little use unless the charge is to be allowed in future budgets. Thus the progress recorded has been made under difficulties, while in some districts it has been arrested by them.

School Buildings.

39. *English Schools.*—During the year a new building has been provided for the Queen's Collegiate School, Benares, thus setting the whole of the college free for higher classes; extra rooms have been added at Jaunpur, Sítapur, Saháranpur and Muzaffarnagar, and are under construction at Bara Banki and Gonda. Nothing has yet been done to extend the accommodation at Bulandshahr, where many of the class rooms are badly crowded. Extensions are also urgently needed to the District Schools at Bánda, Mainpuri, Etah, Farrukhabad, Rae Bareli, Partábgarh, Hardoi, Aligarh, Bijnor and Sháhjahánpur. The

important question of a new school-house for Ballia has not yet been definitely settled.

Vernacular Schools.—These are little if any better off than last year as regards school buildings. In fact the list of Town Schools with insufficient accommodation for the scholars attending them is too long to give in detail. The Benares division is particularly poorly provided with buildings. Many buildings have, however, been extended and improved. A school has been completed at Amroha, and an excellent building is being erected at Fatehpur. Some other projects have also been approved, but the case of Budaun is not peculiar; there the Chairman of the District Board reports that accommodation in middle schools is insufficient, inconvenience being felt particularly in the hot and rainy seasons, but that nothing can be done for want of funds.

Mr. Murray justly remarks that a crowded class room is a less evil than an uneducated people; but if the classes are so large that they cannot be properly taught, and the accommodation so limited that the spread of education is arrested, the state of things tends to keep the people uneducated against their will, and is not one to be satisfied with. Mr. Murray describes his visit to the Town School at Jahangirabad in the Bulandshahr district. The house was a fairly large one and could have accommodated perhaps 100 boys on the standard scale. There were 350 in it, and more were expected to join. There they sat rank upon rank, as close as they could sit. This is no doubt an extreme case, and it is but fair to add that arrangements were being made practically to double the accommodation; even then the school will still be crowded. It must be admitted that in spite of crowding remarkably good results are often achieved, where there is a strong desire on the part of the people to make the most of their opportunities, and where capable teachers are employed.

Boarding Houses.

40. *English Schools.*—Very few schools have accommodation of any kind for all who come as boarders. Where provided it is sometimes most inferior, as in the low range of buildings that serves the purpose at Bánda, or the quarters at Hardoi which are unsatisfactory both from the sanitary and disciplinary points of view. From want of funds there has been very little improvement during the year; but considerable additions have been made at the District School, Fatehpur; the accommodation at Queen's Collegiate School, Benares, has been greatly improved; and the ventilation of the rooms at Muttra has been properly attended to. A house has been hired at Muzaffarnagar, instead of the stable-yard mentioned in my last report. Boarding houses without rooms for a superintendent to occupy are a speciality of India; the wonder is that parents are found to leave their boys in such places far from their homes, but they want the education whatever the risks. As a rule the headmaster or one of his assistants superintends the boarding house.

Good hostels are sometimes attached to aided schools, as for instance at Agra, where the Agra Collegiate School and St. John's both have large boarding houses, and the managers are doing their best to enlarge them to meet a felt want. During the year a wing was added to the St. John's Hindu Hostel, and the manager hopes to make a further addition so as to provide quarters for 120 Hindus and 30 Muhammadans; Christians occupy separate rooms. Of the 128 scholars in the Rajput High School, also at Agra, 81 are provided with boarding accommodation on the premises; some of these boys come from native states and other places outside the United Provinces. At Aligarh District School a boarding house for Muhammadans has been taken in hand.

Vernacular Schools.—To what I said last year on this subject there is not much to add. Additional boarding houses have been built in several places. The Budaun report states that besides insufficient accommodation, the pay of the servants is not enough and the boys have to do their own house-work. The Chairman of the Gorakhpur Board

writes that most of the boarding houses attached to middle schools are not fit for cattle to live in, much less boys. From Jhánsi the Chairman writes that there is no improvement in boarding houses; the Board has not funds to build them, and he himself does not see why it should unless a local want is evidenced by subscriptions. But the want is not felt in the locality of the school; it is that of outlying villages from which boys proceed to a town school after having gone through the primary course at home. It is not generally possible to exact a subscription from the poor people concerned; in fact it would be as practicable to meet the difficulty by charging fees sufficient to pay the rent of a suitable house and all expenses. There is much truth in Mr. Murray's remark that in some respects the need for boarding houses is even more urgent than the need for school buildings. Without boarding house accommodation a town school fails absolutely to meet the needs of the surrounding country, and boys cannot come up from the neighbouring primary schools. Where boarding houses cannot be built by District Boards short of funds, nor by local subscription in response to a need felt by the residents, nor maintained by adequate fees covering rent and all charges, the case is one which should appeal to the public spirit of a local benefactor anxious to confer a benefit upon his neighbours.

Conduct of Scholars.

41. Boys appear to be generally fairly well in earnest to make progress when in school, and therefore the maintenance of discipline does not, as a rule, present great difficulties, and it is achieved with much success, to the credit of masters and boys alike. The Department could scarcely have less trouble than falls to it on this account. Headmasters are guided in their treatment of matters of discipline by the departmental rules printed on the back of the form of application for admission, which were drawn up by my predecessor, Mr. Nesfield, and which have been found to cover all cases that ordinarily arise. The main difficulties are due to the piratical action of some unaided schools that do not observe these rules, and teach boys to disobey them and disregard law and order.

CHAPTER VI.

PRIMARY EDUCATION.

42. The total number of scholars in boys' primary schools and primary classes of secondary schools is 378,277, an increase of 6,829 over the enrolment of the previous year. This improvement occurs mainly in State schools, although aided schools for natives contribute 1,107 towards the year's gain. Of the total number, 330,387 are returned as attending primary schools, including 244,252 in State schools for Indians and 83,189 in aided schools. This shows the great preponderance still of the former class of institutions in the United Provinces. In the upper primary stage 30,967 are returned and there are 299,420 scholars, or nearly 91 per cent. of the total return, in the lower primary and preparatory sections of primary schools.

Vide General Table III and IV.

State schools for boys show an increase of 47, aided schools of 81, and unaided schools of 27.

The percentage of the male population of school-age attending primary classes has risen from 10 to 10¼. The percentage of boys who receive at least this education is obviously higher. It may be taken that fully 20 per cent. get some elementary school teaching. Of boys attending public primary and secondary schools 94 per cent. are in primary classes.

The continued presence of plague has seriously checked the expansion of education. Its baleful influence is noted in the reports from the uttermost ends of the Province, from Muzaffarnagar, Basti, and Ballia. Azamgarh and Fyzabad suffered severely from it. In Bara Banki and Jhánsi it closed many schools for months at a time. In Cawnpore it continued its ravages. In Gonda it drove the schools out of their houses to the shelter of trees or sheds. And so on. As is evident throughout my report, the limited means at the disposal of the Chairmen of the District Boards acted as another check upon the spread of education.

The expenditure on primary education managed by Government shows a falling off of Rs. 6,461. In the case of District and Municipal Boards there has been a rise of Rs. 1,10,911 due to an increase in the number of schools, to the raising of the pay of teachers, and to the expenditure on account of 20 new schools opened last year in every district being for the full twelve months instead of half the year. In aided schools the increase has been Rs. 25,368, due to the opening of new schools and to the cost of aiding for the whole year those opened in the middle of last year. The average total expenditure on a District or Municipal Board School is Rs. 156 per annum; on an aided school Rs. 62. The cost per boy is Rs. 3·6 in the former, and in the latter Rs. 2. There is an increase of more than Rs. 6,400 in fees. The expenditure on primary education for the year amounts to 63·2 per cent. of the direct expenditure on primary and secondary public schools.

43. The aim of primary education is to do something towards fitting boys the better for their place in life, by imparting to them the primary elements of all knowledge, *viz.*, reading, writing, and arithmetic. In the United Provinces the faculties thus evoked are exercised, while the scholars are still in the primary stage, in acquiring some elementary knowledge of geography and some of the essential principles of sanitation and agriculture. Regular exercises for body as well as mind are provided (*vide* Chapter XII).

The primary education of the schools is also necessarily a preparation for entrance upon the higher stages of instruction in secondary schools, of which the greater number are vernacular. About two-thirds of the stream of scholars advancing from primary classes to higher stages find their way into vernacular secondary schools.

The distribution of vernacular schools over the rural areas of a district is under the control of the Board and is governed by the local demand, within limits circumscribed by the funds sanctioned for the

purpose by Government in passing the budget of the District Board. Unfortunately progress has to be constantly checked by the exigencies of public economy. What the District Boards cannot undertake or aid remains as a field for private enterprise.

There are two kinds of primary schools, *viz.*, lower primary and upper primary. In the former there are the two classes, A and B, of the preparatory section, and also the lower primary section consisting of classes I and II. Upper primary schools have in addition the upper primary section, *i.e.*, classes III and IV. The vast majority of scholars in primary schools are in the preparatory and lower primary sections. A majority is probably in the preparatory section, and that would mean that half the boys who enter school do not get beyond the infants' standard. Upper primary schools are located, as far as possible, so that one such school may form a centre for lower primary schools within easy walking distance for country boys of nine years of age and upwards.

Lower primary schools are meant to be half-time institutions, in accordance with a departmental order first incorporated in the Code of Regulations for Vernacular schools in the year 1898. The same is true of the lower primary classes in all primary schools. Thus boys should attend lower primary classes for only three hours a day, and upper primary classes for five hours. The object of this order was in the first place to restrict the work of the younger boys within limits suited to their years, and it also has the advantage of giving the little lads some of the practical education for life which they are thus free to get from the regular home habit of taking part in the work of their parents. Before the change was introduced it was the general practice to keep the youngest scholars at work in an aimless sort of way the whole day, so dulling their opening intelligence instead of sharpening it; and the people themselves had got into the way of regarding these long hours as the right and proper thing, and the longer the better; for did they not in this way get more out of the school? It was, therefore, a long time before the order could be everywhere carried out, and there may still be districts where it has not been adopted, since the ultimate authority in these matters is the District Board. The system of half-time lower primary schools in the Central Provinces, to which attention has recently been drawn, is in force in rural schools only.

The rate of monthly fees levied in State primary schools varies in different districts, since it is fixed by the District Board, with whose decision the Government refrains from interfering. In some districts no fees are charged in State schools, either throughout the school, or in the lowest classes. Fee-charging aided schools would appear to have not much opening in those districts. Where charged, the fees generally vary according to the stage of instruction. They range from one pice (one farthing) a month to two annas (twopence). In aided schools, as a rule, smaller fees or none are paid. The fees shown in General Table IV against aided primary schools include those paid in European schools and in certain schools which serve the purpose of primary departments of English schools. Last year, in compliance with orders received from the Government of India, these returns likewise included payments made in the primary classes of all secondary schools, English as well as vernacular; and the entries might, therefore, naturally mislead a reader. The returns this year, viewed in the light of knowledge, reveal the fact that the average annual fee is four annas in State primary schools for boys, and not more than two annas in aided schools of this standard. If we were to restrict our inquiry to village schools we should find that the fee would be even less. The suggestion, therefore, made in paragraph 6 of the Resolution reviewing my report last year, *viz.*, that Board schools are more popular than aided schools, partly for the reasons mentioned in that report, largely perhaps because they charge lower fees, though apparently based on the returns, will not bear investigation. My own observation leads me to the conclusion that fees are often not levied in aided schools; managers frequently start these schools to educate

their own sons and others in whom they are interested, and they may contribute to the support of the teachers, but there may be no such thing as a fee payable for each scholar, and no payment in money or kind may be made for most of the boys. But the practice in these details must vary largely over the wide area of the province. In Sultánpur aided schools levy the same fees as Board schools—presumably by the Board's order.

In some places efforts have been made to introduce the payment of fees in Board schools for the first time during the year, in order that the unfair competition with aided schools, which the Government deprecated, might be removed. This has been done for instance in Almora, where it has resulted in a large falling off in the number of scholars. The fees levied are extremely small and well within the means of the poorest villagers; but the people, being accustomed to have their children educated free of charge, have resented the innovation, and many have kept their children from school by way of protest. In past years the same thing has happened in other districts; but in the end the people have come round and have valued more highly an education for which some payment was demanded; and the instruction imparted has become both more valuable and more valued.

Annual promotions are given by the teacher on the ordinary class-work with which he alone can be familiar; they do not depend upon the ordeal of any external or departmental examination. When the course in an upper primary school or in class IV of a middle school is completed, scholars are subject to an examination by the officer of the district staff whose duty it is to inspect the school *in situ*. This upper primary examination is retained in conformity with the views of the Government of India. It terminates the primary stage of instruction, and in many cases a boy's schooling also comes to a close here. In the primary sections of English schools, as has been already stated, it appeared to Government that there were not the same reasons for keeping this examination, and it has been abolished; but those boys who secure promotion from the primary section are reckoned to have passed the examination, for the purposes of the annual returns.

Boys who at the end of the lower primary course qualify for promotion to class III, *i.e.*, to the upper primary section of a vernacular school, are likewise held to be qualified for promotion to the same section and class of an English school, and are, therefore, permitted to begin learning English without being barred by any examination, and solely on the discretion of their own teacher.

English is, moreover, still taught even in the lower primary section of at least 28 recognised schools, of which 22 are aided.

A scholar who passes the upper primary examination in one of the two forms of the vernacular common in the province is allowed to continue at a primary school to learn the other form. In a country where both the Persian and the Nágri characters are widely used, a boy who can only read one of them is only half as well fitted to carry on the business of life as one who is familiar with both; and fundamentally Urdu and Hindi are the same language, though the Persian characters are used in writing the one, and Nagri in writing the other, and the fusion of their vocabularies is not yet complete. For those who hope to become schoolmasters and may therefore have to teach both forms, in response to the demands of different parents, this duplication of the language course is specially necessary; and many scholars are found to choose it.

The average number of scholars in a State primary school is 46, in an aided school about 32. If there are more than 35 or 40 scholars in a village school, a second teacher is generally appointed. An upper primary school must by rule have at least two teachers, but the rule is not everywhere observed. There are schools in the Gorakhpur Division with a hundred scholars or more, in which only one teacher is employed by the District Board. The practice varies considerably in different

districts. What has long been adopted in one district may still be an unrealizable ideal in another. In Bahraich the aim of the Board is to have no upper primary section in a school that has not at least two teachers and not to raise a school to the upper primary standard until the enrolment reaches 75. For how can one teacher, of meagre qualifications, teach the six classes of an upper primary school single-handed? But how can extra teachers be appointed, if there is no money to pay them?

In regard to lower primary schools, there is a way out of the difficulty of providing for these unwieldy numbers. Since the scholars need only attend for three hours, the teacher might take the two classes of the preparatory section at one school meeting, and the two classes of the lower primary section at another; or otherwise distribute his classes between two school meetings held one in the morning and one towards evening. This should enable him to deal with all the classes more efficiently. Though six hours' work a day is too much for a boy of six to ten years of age, it is not too much to expect from a teacher of elementary classes, especially when it is divided into two periods with an interval for rest. This plan might, therefore, be tried with great advantage where funds cannot be found for extra teachers who are yet regarded as necessary. It can also be adopted in the preparatory and lower primary sections of upper primary schools. The complaint is common that not enough teachers are employed to deal with the crowds of children that flock to the schools. It is partly a question of money, but partly also a question of management.

44. From one-half to two-thirds of the schools in a district are held in buildings provided by the Boards; the rest are accommodated incommodiously in rented or borrowed houses, little suited to the purpose. The Board's building consists generally of a house built of sun-dried bricks, with tiled or flat roof, comprising one or two large rooms for classes and one or two small rooms for school furniture, &c. It would often be impossible to call it neat or clean. There is generally a verandah or at least one side of the building, and the compound is enclosed by a mud wall. It is held that all reasonable requirements with regard to furniture are fulfilled if a school is given some strips of canvas matting for the floor, some benches, one or two black boards, one or two tables and chairs, class books, and a wooden box. The Chairman of the Meerut District Board regards the lack of school buildings as one of the most serious defects in the district; of the 148 village Board schools only 74 are conducted in their own buildings; the remaining buildings are lent by the local landowners, and are usually the village *chaupals*, very frequently unsuitable in size, ventilation, and cleanliness for school-houses; these are besides often used as sleeping places for travellers and pilgrims, while the villagers themselves need to use them, even during school hours, for paying in their rents and revenue, or to discuss local affairs, or often merely to smoke the social pipe. In a neighbouring district the Chairman dwells upon the same deficiency of buildings: "almost everywhere we find the demand (in the shape of scholars) outrunning the supply (in the shape of accommodation)." The complaint of overcrowding is frequent, and appeals from the districts to Government for funds to supply accommodation for the increase in scholars are often rejected because no more money can be spared.

The Muttra report says that the darkness in which the small boys have to work in some of these schools would ruin European eyes. The effect on Indian eyes can hardly be less harmful.

At Benares the Board built two new schools and helped landowners to erect six; two others were put up by landlords unassisted. Last year I mentioned the energy displayed in the Basti district, where the zamíndárs had come to the help of the Board to such purpose that the money which was spent on 20 schools in other districts was made to go so far as to provide 46 buildings. I am sorry to have to record that though the Board went further than others, it fared worse. The

present Chairman reports: "A number of jerry-built schools constructed out of the belated special grant of the year before last at an average cost of Rs. 84 fell down. . . . . The waste of money was a natural corollary under the circumstances." He says that funds are required to replace these buildings.

In Budaun, owing to the insufficiency of the budget allotments, it has been found impossible to rebuild certain schools which fell down in the rains.

At Gonda five schools have been built by the Board; but a special grant of Rs. 5,500 is asked for to meet the requirements. Six buildings on the Balrámpur estate were undertaken by the Mahárája at his own cost, of which three were completed before the end of the year. These are mentioned only as examples; there is no space for a detailed report of the work in all the districts.

45. The head teachers of primary schools are frequently, if not generally, men who have been trained at a normal school; assistant teachers have often passed the Vernacular Final examination, though some have to be appointed when they have not themselves received more than a primary education. Some of the older teachers, both principal and assistant, lack even these qualifications; and in some tracts, *e. g.*, part of the Mirzapur district, it is still necessary to dispense with any definite qualifications beyond the ability to read, write, and cypher, and even to pay these unqualified men exceptionally large salaries. It is everywhere recognised that the normal schools turn out a very good class of teacher in comparison with the untrained man. The Benares Chairman asks for a larger number to be trained annually. This will be possible now that a new normal school has this year been opened at Gorakhpur.

The pay of head teachers varies from Rs. 8 to Rs. 12 per mensem; and that of assistants, according to the orders of Government which have been adopted in many districts, is Rs. 8; but some districts have as yet not been able to afford to go beyond Rs. 6 or Rs. 7. Several districts report that the Government has this year reduced the budget allotment necessary to continue the higher rates of pay thus introduced.

Scholarships are awarded by District Boards to boys of not more than 14 years of age, who pass the upper primary examination, to help them to proceed with their education in a secondary school. The number given every year averages from 15 to 20 for a district, and their value is Rs. 2 per mensem.

46. In some districts the straits into which the Boards have been placed by the reductions in their budgets have brought them face to face with the necessity of actually closing new schools that were recently opened with the special grant made by Government for the purpose. In Muttra the number of aided schools had to be reduced from 64 to 58, for want of the requisite budget allotment to continue the grants. In Bijnor 18 aided schools were closed because the enhanced rates of grants ordered by Government were introduced; apparently the available funds were not enough to go round all the schools concerned at the higher rates. In Ballia there are constant applications for new aided schools, but no funds for the purpose. These are only three instances out of many that have been brought to my notice.

On the other hand reports received show that some district boards are not closely observing the rules regarding grants-in-aid to primary schools and are rather more lavish in their expenditure than need be. The Sultánpur district board has in some instances been supplying books, maps and furniture to aided schools, though it is expressly laid down in the rules that the amount of grant to a school shall depend among other things on its ability to provide itself with these. In the Mirzapur district although Rs. 8 a month has been fixed as the maximum grant for an aided school one school is in receipt of Rs. 10. The grant in this instance exceeds the cost of a board lower primary school. In the same district aided schools which under the rules were entitled

to grants not exceeding Rs. 6 have during the year had their grants raised to Rs. 7, and Rs. 200 have been spent in supplying them with tát-matting. With the exception of four or five men the teachers in these schools are either uncertificated men or have passed no higher examination than the Upper Primary.

47. Hitherto primary school teachers have not been entitled to pensions, nor has a Provident Fund been open to them. In future those who draw Rs. 10 a month and upwards will contribute one anna in the rupee to a District Provident Fund, and the Board will contribute half that amount.

48. As regards the standards of instruction in urban and rural schools, I have little to add to what I said in paragraph 43 of my last year's report. But there have been some steps taken to carry out the orders of Government conveyed in the last sentence of paragraph 12 of the Resolution on that report; for in some instances I have found teachers who have been trained in a normal school employed in the primary classes of anglo-vernacular schools.

49. The position of municipalities in regard to primary education is not very clearly defined. As regards expenditure on education they are expected to spend not less than 5 per cent. of their income upon it, and to make sufficient provision for primary instruction in the vernacular within municipal limits before giving grants-in-aid for English education. Besides maintaining schools of their own they give grants to schools which are not managed or directly controlled by them. In such cases they are expected to satisfy themselves that an adequate standard of tuition is observed and that capable teachers are engaged.

The majority of the municipalities employ the services of the district inspecting staff to inspect their schools. In such municipalities the board schools and the aided primary schools do not differ much in standard from the corresponding schools of district boards. They are, however, generally reported to be less efficient and to be less well managed. The Chairman of Budaun would for this reason like to see the municipal control of schools abolished. The Allahabad Municipal Board is singularly unfortunate in the control of its primary schools which are notorious for their inefficiency. The Benares Municipal Board appoints its own school inspector for its primary schools; but the result does not seem to justify this departure from established practice, for its primary schools are in much the same condition as those of Allahabad.

50. Under the revised rules for grants-in-aid to vernacular primary schools little or no discretion is left to district inspecting officers in the determination of the amount of grant to be allowed in each case. The grant is made to depend upon the curriculum, the accommodation, the recognised qualification of the teacher, the supply of furniture and other appliances, and the number of scholars. After receiving from the Deputy Inspector a report upon these points the district board fixes the grant. There is practically no scope for the display of idiosyncrasies or partialities on the part of an inspecting officer, and the submission of a false report in regard to facts would be attended by considerable risks. An appeal would always lie to the chairman of the district board, and, besides, the work of inspecting officers is to some extent checked by visits paid by district officers and members of the Board.

But the trustworthiness of the district inspecting staff is year by year more to be relied upon, as men of higher educational qualifications are admitted to it. During the last three years 41 graduates have been appointed Sub-Deputy Inspectors, and although exceptionally a man of these qualifications may disappoint expectations, there can be no doubt that such men are an immense improvement upon the general run of their predecessors. Moreover, the recent raising of the pay and travelling allowances of district inspecting officers should have the effect of diminishing temptation by making it easier for them to live upon their income.

CHAPTER VII.

TRAINING SCHOOLS FOR TEACHERS.

(1) TRAINING INSTITUTIONS FOR TEACHERS IN EUROPEAN SCHOOLS.

For Mistresses.

51. During the year under report the training class attached to the All Saints' High School, Naini Tál, was in charge of Miss Rait, whose careful supervision and hard labours succeeded in turning out a class of useful and in some cases very capable teachers. Nine candidates appeared in the last examination and all of them passed. The class will no longer enjoy the very careful instruction given by Miss Rait, whose connexion with the school has ceased on her marriage. The staff has been strengthened by the appointment of two graduates of a Welsh university.

(2) TRAINING INSTITUTIONS FOR MASTERS FOR NATIVE SCHOOLS.

(a) Secondary and Primary School Teachers, English.

Vide General Tables III and IV.

52. *Government Training College, Allahabad.*—The number on the rolls rose from 28 to 48 owing to the deputation of 24 teachers from district schools on half pay in addition to their stipends. The total expenditure was Rs. 24,187, the increase of Rs. 4,724 being due to the annual increments in the salaries of Principal and Vice-Principal, to the appointment of a commercial instructor on Rs. 200 per mensem, and to the increased charge for stipends and for allowances to deputed teachers.

The results of the examination are poor in the case of mathematics among the juniors, and the attention of the Principal has been drawn to this defect; the subject should not be neglected in the college course. In *theory* the results may be regarded as moderately satisfactory, but there are even in the Training College students who depend entirely upon their memories and do not use their reasoning powers in answering questions set them. Very few take up science, and their achievements are not commendable. The teaching of Arabic seems to be much at fault. Sanskrit was taken up by three students, and they were found to be exceptionally good. There has been a marked improvement in the vernacular languages during the year. Most of the students have an imperfect command of English, which is much to be regretted in the case of teachers in English schools. Of the 41 candidates who entered for the examination, 40 gained their certificates. Mr. Kempster has done his work well during the year, as usual. His task has been more difficult than in former years, owing to the compulsory deputation of many senior teachers from the district schools. Much tact was called for in dealing with classes so constituted, but Mr. Kempster has handled them successfully and he seems to have infected his students with his own enthusiasm, which reaches to the hostel and the playing field as well as to the class rooms.

Mr. Morphen-Holt was appointed instructor in commercial subjects at the commencement of the year, and the progress made in those branches of study has been very creditable. The students were ready to attend out of regular hours in order to get practice with the type-writing machines. They should be able to take classes in type-writing and short-hand in the High Schools where they are to be employed.

(b) For Secondary and Primary School Teachers, Vernacular. Normal Schools for Masters.

53. The number of Government normal schools remains as last year, *viz.*, four, being located at Agra, Lucknow, Allahabad and Moradabad, the headquarters of the four inspection circles in the plains. In connexion with the new circle a fifth normal school was building at Gorakhpur, but not ready for occupation until after the close of the year.

The number of students under training is returned at 475 as against last year's 450; there has accordingly been an increase on account of stipends, and the total cost was Rs. 63,056, being Rs. 3,328 more than for the previous year. Including 32 private candidates, 267 presented themselves for the certificate examination, and 205 were successful. The year before only 182 certificates were awarded on this examination. The students are also trained to teach the exercises contained in Desi Kasrat, for which special certificates are given. Students are trained to give object lessons in the classes of the model school, in addition to the ordinary school work. *Vide* General Tables III and IV.

The discipline of the schools has been good throughout the year.

By the death of Syed Sharif Husain the Lucknow Normal School lost an efficient Headmaster, and the Department a useful and zealous member.

A new boarding-house has been built for the Allahabad Normal School in place of old quarters which had been condemned.

On the recommendation of the Director of Land Records and Agriculture, Government orders have been issued to discontinue the classes in practical agriculture which were opened in the year 1900 at the Moradabad Normal School. Their maintenance for the present was found to serve no useful purpose, there being no schools where the special training thus received could be utilized.

(3) Training Institutions for Mistresses for Native Schools.

Normal Schools for Women.

54. *Government Normal School, Lucknow.*—This institution has completed its second year's work, and its progress has so far exceeded expectation that the experiment of founding a school of this kind now seems likely to win success and to become a valuable addition to the educational agencies of the Province. The expenditure for the year was Rs. 7,777, met from district funds by arrangement with the district. The number of boarders has increased from 5 to 22; and but for limitations imposed by the amount of accommodation available the increase would have been still larger. Some of the pupils are themselves very backward, and these will require a prolonged course of training before they can become qualified to teach others. This is natural in the infancy of such an institution in this country. Experience of its management, of its influence on the girls who are trained there, and of their usefulness and good character in after life will gradually generate confidence on the side of the public, and an improvement in the human material sent to the Normal School may thereafter be expected. The importance of the careful training of character is perhaps greater here than in other institutions. It lies at the root of ultimate success. *Vide* General Table IV.

The thanks of all those who are interested in the progress of female education are due to Mrs. Leslie Porter for the constant kindness she has shown to the pupils of the Normal School, whereby she has made them feel that they were cared for, and that their happiness was desired and sought. As a matter of fact the girls have so much appreciated what has been done to gladden their lives at the school, with amusement and instruction hand in hand, that they have all volunteered to bring others from their own village or district. It is a pleasure to record the friendly feeling which ladies who visit the school find prevailing between Hindu and Muhammadan girls.

It is necessary not only to give the pupils a happy time, but also to make the school an efficient instrument in the training of teachers, these being so much in demand now throughout the Province. So far as can be judged at present the instruction and training are satisfactory. Six candidates appeared for the Certificate Examination this first year, and all six were successful.

Sigra Female Normal School, Benares.—This institution continues to do good work. The number of scholars on the rolls on 31st March 1904 was 27 as against 20 in the previous year. In the last

year's report it was mentioned that for want of funds the school authorities were unable to award stipends to induce students to complete the course. Accordingly an additional grant of Rs. 600 per annum has been sanctioned by Government for two years.

Isabella Thoburn College.—Training classes are conducted in this nstitution. A curriculum has been adopted somewhat similar to that f the Allahabad Training College. There were twelve students under raining in these classes and working under competent mistresses. The nspector reports highly of the state of efficiency of this department and f the promise it holds out for the future. Only one pupil teacher presented herself for the final examination; her practical work was very horough, and she displayed skill in lessons on objects and in the various ubjects of study.

CHAPTER VIII.

TECHNICAL EDUCATION.

SECTION A.—*Industrial School, Lucknow.*

55. The experimental works in the bazár workshops, the night school and the Roorkee Preparatory classes were all abolished during the last year as they had not proved successful.

The revised scheme with re-introduction of some literary education came into force on the 1st July.

At the close of the year there were 94 boys on the rolls against 18 and 59 in 1902-1903 and 1901-1902 respectively. Out of the total number of 94 boys there were 14 sons of artizans against 2 in the preceding year. Of the rest, 25 were sons of clerks and mukhtárs, 16 of menial servants, 9 of shopkeepers, 8 of pensioners, and 5 of professional reciters and poets. There were 63 Muhammadans, 30 Hindus and one Christian on the school rolls. The increase of Muhammadan boys is chiefly due to the students admitted from Husainabad and Shah Najaf institutions, all of whom are Muhammadan boys. *Vide* General Table III.

The distribution of students class-wise on 31st March last was :—(1) Special Drawing, 3 ; (2) Ordinary class, 21 ; (3) Preliminary class, 70.

Almost all the boys of the school having been newly admitted without the necessary qualifications for the ordinary course have had to be consequently in the preliminary section.

Seventy-six boys were learning Woodwork and Drawing, and 18 were getting instruction in Ironwork and Drawing. There were 24 boys receiving English education at the close of the year.

The results of the annual examination were not good, owing to the short time the present scholars have been under instruction. There having been no students in the highest class of the school (as most of the advanced students during the many changes had already left the school) no one could be recommended for a final certificate.

Two boys who were formerly at the school have been appointed Drawing Masters during the year at the Queen's Anglo-Sanskrit School, Lucknow, and at Maurawan, district Unao. Both of these are aided schools.

Expenditure.—Total expenditure on the Industrial School during the year 1903-1904 amounted to Rs. 10,387, out of which Rs. 893 was met from fees and income from the Manufacturing Department and other sources. The net expenditure therefore was Rs. 9,494 against Rs. 12,450 in 1902-1903. This decrease is mainly due to the abolition of the bazár workshops and the night school establishments and contingencies. *Vide* General Table IV.

The incidence of cost per boy during the year under review was Rs. 144.

A new furnace has been completed and fitted with a substantial sheet iron chimney and other details, the whole of which has been constructed by the students of the school. This furnace will be most useful in the casting and moulding course.

It has been again necessary to use the corrugated iron shed for a wood working shop, owing to the large number of boys receiving instruction in this section ; and it is hoped that something may now be done to carry out the alterations and repairs to the floor and ventilators of these sheds, which are urgently required.

Major Atkinson, Principal, Roorkee College, inspected the school in November last and noted as follows :—

"I am very pleased to find that the recommendations of the Committee as sanctioned by the Government are bearing fruit. The attendance is steadily increasing in numbers, the arrangements made by the Headmaster to give effect to the new curriculum are sound and show that he puts a good deal of intelligence and zeal into the work. The school now gives promise of doing well and of giving a real Industrial Training to boys."

SECTION B.—*Medical Education.*

56. *Agra Medical School.*—The number of students on the rolls during the year ending on 15th May 1904 was 258 as against 244 in 1902-1903. Of these 204 were males and 54 females. The results of the last Final Examination were satisfactory; the percentage of successful candidates was 69 in the Civil Class and 56 in the Military Class.

The new Eye Hospital was opened on December 1st in the old building of the Lady Lyall Hospital. The Assistant Surgeon appointed specially for this hospital gives a special course of lectures with clinical demonstration on diseases of the eye. The hospital will afford the school opportunities of giving the students a thoroughly practical training in eye diseases.

The new Lady Lyall Hospital was opened on 15th September 1903. The provision of the good lecture rooms and improved accommodation of this building will be a great advantage to women students.

The Students' Hostel is under construction and will be nearing completion by the end of the current year.

SECTION C.—*Agricultural School, Cawnpore.*

57. The Director of Land Records and Agriculture reports that the work of the school suffered from unavoidable changes in the staff of assistant masters. The scale of salaries is too low to enable the school to retain really competent teachers of the difficult subjects included in the school course. This matter has been represented to Government in connexion with the scheme for affiliating provincial schools to the Imperial Agricultural College.

The expenditure has risen from Rs. 3,358 to Rs. 3,546.

Vide General Table IV.

The class admitted in 1902 consisted of 29 students of whom 25 were candidates for kanúngoship. The final examination of this class was held in April 1904, and was, as usual, conducted by the officers of the department: 25 students passed, three failed, and one was expelled for unfair practices during the examination. The class admitted in 1903 numbers 30, of whom 25 are candidates for kanúngoship. It is to be regretted that more students of the landowner class are not attracted to the school.

The outdoor work has been continued on the lines noticed in previous reports, and has been generally successful. The various school clubs have prospered, and steps have been taken, entirely on the students' own initiative, to found an old boys' association, a movement which may do much good.

The buildings will shortly be increased by the erection of a new boarding house, and plans for the much-needed laboratory are being prepared in the Public Works Department.

The sanitary arrangements have been further improved by the construction of a masonry drain, and the health of the boarders has been excellent.

SECTION D.—*Night Schools.*

58. *The Commercial Night School, Cawnpore.*—This school was opened last year in the building of the Society for the Propagation of the Gospel Mission School, Generalganj, Cawnpore, in the heart of the business quarter, at the special request of the mahájans and banias of the city. It is specially meant for boys and men of the working class who are engaged during the day in business. Students are drawn from all classes of the community. A postman, two tailors, a tinman, several carpenters, two compounders, a few clerks, many banias and mahájans and a teacher have up to the present joined the school. The number of scholars on the rolls on 31st March 1904 was 22, but the roll increased in June last to 52. Instruction is given in any or all of the following subjects:—Hindi, Urdu, Bahi-Kháta, Office work, Telegraphy, Mahájani and English; it is hoped, if funds permit, to add short-hand and type-writing. English is the most popular subject; next comes Hindi, which is closely followed

by Bahi-Kháta and Mahájani. At present the teachers are voluntary workers. An application has been made to the Municipal Board for assistance to the school, without which there is the danger of its collapsing. It is under the management of a committee composed of prominent native officials, Municipal Commissioners, and *raises* of the town.

Railway Night School.—There is a night school in Lucknow for European and Eurasian apprentices employed in the Locomotive Workshops, in which instruction is given in arithmetic and mensuration. The classes meet also on Saturday mornings for freehand and mechanical drawing. The school receives a grant from Government, and the Oudh and Rohilkhand Railway Company also give a monthly grant of Rs. 2 per scholar.

CHAPTER IX.

FEMALE EDUCATION.

Vide General Tables I and V.

59. In the number of institutions for the education of girls there has been a considerable increase, *viz.*, from 658 to 800. Of these 582 are public schools. The number of scholars shows a corresponding growth, *viz.*, from 21,887 to 26,048. Of these 20,749 are in the primary stage. The number 26,048 includes 3,138 girls reading in boys' schools. This gives a percentage of scholars to the female population of school-age of ·75.

The expenditure on girls' schools has increased from Rs. 3,71,874 to Rs. 4,23,376. This is due to the provincial expenditure on model schools; to the local fund expenditure on board and aided schools, which have shared equally in the more liberal grants; and to the additional municipal support of aided schools: but other sources have contributed most to the increase, particularly in aided primary education.

The portion of the above expenditure devoted to primary education is Rs. 1,32,099.

60. The Isabella Thoburn College at Lucknow has maintained its high reputation. There are 17 aided and two unaided English secondary schools for native girls. The number of scholars returned is 1,852, of whom 310 are in the secondary department. Six candidates were sent up for the Entrance examination from the Isabella Thoburn School, all of whom passed; two were placed in the first division, one occupying the place of honour at the head of the list of successful candidates; three of the others passed in the second division. From Woodstock School, Mussoorie, two girls presented themselves and passed, one in the first and one in the second division. One passed from the Dehra Dún Girls' High School, and one from Mary Wanamaker's School, Allahabad.

There were 56 girls from the United Provinces who appeared at the English middle examination for girls, and 28 passed. The following schools were the most successful, Dehra Dún Girls' High School (passing 7 out of 8), Moradabad Girls' Boarding School (5 out of 7), Isabella Thoburn School (4 out of 5), Fyzabad Girls' Boarding School (3 out of 4), and Mary Wanamaker's School (3 out of 4).

The Isabella Thoburn and Fyzabad schools each secured a place in the first division. There were 24 in the second division, and only two girls in the third.

There is only one aided vernacular secondary school; of its 50 scholars only three are in the secondary department.

No girl appeared in the Vernacular Final examination, but in the list of winners of High School scholarships the name of a girl candidate from the Girls' High School, Allahabad, appears.

The number of primary schools for native girls is 520, and of scholars enrolled in them 16,349. Twenty-nine model schools have been opened under Government management; the number of district or municipal schools has increased from 194 to 212; of aided schools from 207 to 256; and of unaided schools from 7 to 22. The expansion has therefore been general, and appears to indicate a real, if still limited, demand for more girls' schools. In Benares the number of schools more than doubled, while the attendance more than trebled; the teachers are usually women related to the teachers of boys' schools in the same locality. There is found to be considerable eagerness on the part of parents to send girls to school, in order that a little instruction may be had before early marriage puts a stop to it. These girls can rarely get beyond the preparatory classes or infant standard. There is a Lahori Tola Girls' School in Benares, established in 1902 and in receipt of aid from the municipal and district boards conjointly; there are 50 girls on the rolls, chiefly Bráhmans and Khattris. The Deputy Inspector writes of it: "unfortunately the girls in such schools do not stay long on account of early marriage. The school has within its brief span of existence witnessed three generations of scholars."

In Bareilly the people are beginning to appreciate female education; the interest of Háthras is awakened; in Sháhjahánpur, Etah, and

Jalaun there has been notable progress. The model schools at Aligarh, at Ráth in Hamírpur district, and at Chilkana in Saháranpur district are specially mentioned as in a flourishing condition; it is reported that if conveyance were provided for the girls the numbers at Aligarh might be doubled. In Cawnpore six new aided schools were opened. In Garhwál the demand for girls' schools cannot be met for want of funds. In Almora, if requisite funds are forthcoming, many more schools could be opened. In a school in Budaun the falling off in attendance is attributed to the abolition of an assistant teachership on account of want of funds. In Mirzapur four out of six girls' schools had to be closed for want of funds.

The difficulty in securing competent teachers is naturally felt more and more with the rapid increase in the number of schools. Schools in various districts have had to be closed, women not being available as teachers. Others could have been opened had it been possible to find teachers. Sometimes the difficulty is met by appointing a local schoolmaster approved by the inhabitants.

In some districts, and to a limited extent, the local Boards sanction the opening of the ordinary village schools to girls up to eight years of age, as well as to boys. In the Agra district most of the girls at school are thus taught with the boys.

The practice of teaching little girls and boys together should not be regarded as foreign to the notions of the people, at least of Musalmáns. Sheikh S'adi has a story of a schoolmaster who was entrusted with the joint education of a multitude of fair boys and young maidens; and the fact is mentioned as if it were nothing out of the common. It seems, therefore, a pity that in places where girls' schools cannot be opened for want of funds, one man should prevent his neighbour from having his little girls taught with little boys in accordance with a time-honoured custom of Muhammadan countries, and a custom which should specially commend itself by its economy in a province where educational progress is seriously arrested by want of funds.

It is reported from Benares that the average cost to the Board per scholar in a Board's school is Rs. 2-1-0 and in aided schools under missionary management the charge per pupil borne by the Board is double this; but in the latter schools the children remain on much longer and get better teaching. Throughout the province the average cost to public funds of a pupil in a Board school is Rs. 5·2 and in an aided school Rs. 3·4.

61. The Kanya Pathshála at Dehra Dún, to which I referred in paragraph 54 of my report last year, continues to prosper. It has the advantage of securing the services of competent lady teachers belonging to respectable families. The success achieved reflects credit on the devoted lady Superintendent, Shrimati Maha Devi. The attendance has increased during the year from 65 to 90. His Highness the Rája of Tehri has made a donation of Rs. 5,000 towards a building fund, and has undertaken to contribute Rs. 300 annually to the school; and a further sum of about Rs. 1,000 has also been received towards the fund from sympathizers in the Tehri State. In Dehra Dún itself nearly Rs. 20,000 have been subscribed, including the following generous amounts: Lála Balbir Singh and Shrimati Ram Devi, Rs. 5,500; Seth Lachmi Chand, Rs. 4,000 (to make provision for orphan boarders); Shrimati Kora Devi, Rs. 3,000; Mahant Lachman Das, 1,000; Babu Jyotis Sarup and Mrs. Jyotis Sarup, Rs. 1,000; Mohar Singh, Lachmi Chand, Baldeo Singh, Rs. 1,000. This sum of nearly Rs. 26,000 was subscribed during the short period of 27 days, and over Rs. 10,000 was realized. Many of these donors in Dehra Dún are likewise monthly subscribers, contributing between them Rs. 66 a month towards the current expenses of the school. The liberality of all these ladies and gentlemen deserves acknowledgment.

The difficulty now is to find a suitable building site. An application was made to Government for a plot of land that seemed convenient; but it could not be granted, and hence the further appeal to the public for funds has been postponed.

CHAPTER X.

EDUCATION OF SPECIAL CLASSES.

SECTION A.—*Europeans and Eurasians.*

62. One of the aided schools on last year's list (the Priory School, Naini Tál), and one private scoool, (York House School, Mussoorie) have ceased to exist.

The St. Joseph's High School, Allahabad, has been reduced to the status of a middle school. In other respects the schools are as last year. The enrolment in aided schools has increased by 65, and fallen off in unaided schools by 32; the total being 4,250.

63. There has been a considerable increase in the amount of grants to the schools. The ordinary grants have risen from Rs. 1,09,960 to Rs. 1,12,929, and special grants to the amount of Rs. 29,124 have also been made, as well as cadet grants amounting to Rs. 8,116. The usual grant of Rs. 3,060 has been made to the Training Class in connexion with the All Saints Diocesan School, Naini Tál. Grants towards the purchase of type-writers were applied for and given to three of the schools.

The total expenditure on aided schools shows a decline of Rs. 31,500; the reduction in fee income exceeds this amount.

64. The annual examinations were held on the 30th November and following days. There was a considerable increase in the number of boys sent up for the middle school examination, but fewer appeared for the primary. The results at the two higher stages indicate improvement in the schools; St. Joseph's, Naini Tál, passed 19 out of 25 at the high school examination, with two boys in the first division; La Martinière, Lucknow, passed 24 out of 32; the Philander Smith Institute passed all its nine candidates. The girls from the All Saints High School, Wellesley, and St. Mary's Convent, all at Naini Tál, did very well, as did likewise those from the Girls' High School, Allahabad.

65. A large number of teachers have been "under observation," working for the proficiency certificates. Some of those who gave in their names to begin with have withdrawn, because of the uncertainty in connexion with the rules in the new Code.

66. As the result of the recommendations of the Text-Book Committee a circular was issued to all the schools giving a list of the books approved by the Committee from among those submitted by publishers, as Geograpy Readers, History Readers, Science Readers and Text Books in Geography. The Inspector was not able to start fresh work in this direction, as very much of his time and energies had to be given to work in connexion with the extensive and detailed inquiries made about the schools by the Committee of Directors appointed by the Government of India.

SECTION B.—*Hindus and Muhammadans.*

67. Of the increase of 9,751 in the number of scholars in the year under report Muhammadans contribute 1,228 and Hindus 8,159. The percentages of increase are therefore 1·3 and 2·1 respectively over the last year's figures. This shows that Muhammadans do not yet realize the benefits of education so fully as Hindus. The percentage of Muhammadans of a school-going age at school is still however a good deal larger than that of Hindus, being 9·3 as against 6·5. In public institutions the number of Muhammadans has declined from 62,341 to 61,354, but in private institutions their number has risen from 30,180 to 32,395. With Hindus the case is quite the reverse. Their number has increased in public institutions, but in private institutions has declined. The large decrease among Muhammadans is in primary schools for boys. It is satisfactory to note that the number of Muhammadans in primary schools for girls has increased by more than 200.

SECTION C.—*Colvin Taluqdárs' School, Lucknow.*

68. At the end of the school year there were forty-one scholars on the roll. Since then there have been new entries, and further

admissions will have to be refused until the boarding accommodation is extended. New quarters are therefore urgently needed. It is also said that the roofs of the old boarding house are beyond repair. The present financial position of the school is good, and at the close of the year there was a credit balance of Rs. 6,783.

One of the three candidates presented for the Entrance examination passed. It is customary for boys who have passed the Entrance examination to continue to reside at the Colvin School while attending classes at Canning College. One of these, Sheikh Sajid Husain, has obtained the B. A. Degree, and two others have passed the Intermediate examination.

Mr. Davis, the Principal, gives a satisfactory report of sports, games and the riding school.

SECTION D.—*Reformatory School, Chunár.*

69. During the year there has been a marked improvement throughout this institution.

The school has made very marked progress. The number of teachers has been increased from 4 to 7. The results of the half-yearly inspection show that very good work has been done. Further improvement may be looked for with the present large staff of teachers.

More tools are wanted, and the pay of trade instructors and warders is said to be inadequate.

During the year ending on 31st December 1903 33 boys were admitted and 39 were discharged. The average daily number of boys during the year was 221 against 240 in the previous year.

The general health of the boys has been satisfactory, but this year too the number of admissions to the hospital due to malarial fever was heavy. A whole-time resident Civil Hospital Assistant and a Compounder have been appointed, and it is hoped that the new arrangement will lead to better results.

Religious and moral training has not been neglected, and the conduct of the boys is reported to have been very satisfactory.

Pottery and stone-cutting added last year to the industries taught in the school are progressing satisfactorily.

The total expenditure on the school during the year under report was Rs. 21,787 against Rs. 23,400 last year. *Vide* General Table IV.

Of the 146 boys discharged during the last three years 88 are reported to be of good character, 83 being employed in trade, industries or agriculture, and 5 living unemployed with their friends. Only 8 are reported to have been reconvicted.

CHAPTER XI.

PRIVATE INSTITUTIONS.

Vide General Table III.

70. The returns for these institutions show 5,456 schools, being 44 less than last year. The number of scholars is given as 74,018, or 1,681 less than last year. The decrease in scholars occurs among Hindus, and that in all classes of these schools. Among Muhammadans there has been a general increase in the number of scholars, amounting to 2,215 altogether. The increase in the Allahabad Division, which was recorded last year, has not been maintained, the falling off in schools being 23 and in enrolment 608. More than half of the schools and scholars are found in the Fourth Circle (Meerut and Rohilkhand Divisions) where there is a net increase of nearly 200 institutions of this class, and a rise in attendance of nearly 4,000. In that circle there has been an increase of some ten per cent. in the number of private institutions for boys, teaching the vernacular only or mainly, and a corresponding increase in the enrolment. In schools of this class for girls the number of schools is stationary, but the number of pupils has increased by almost 50 per cent. There is an increase of 170 Quran schools, with 783 scholars. One Hindu is returned as a scholar in these schools; his father is a friend of the Maulvi of the mosque in which the Quran school is held.

As Mr. Murray remarks, although a great deal of the education given in the institutions dealt with in this chapter may be of poor quality when judged by Western standards, it is almost certainly better than nothing, and it may not improbably lead on to something better in the future.

The work done at the Arabic schools at Deoband and Bareilly, and at the Sanskrit schools at Pilibhít and Thákurdwára, is of a higher order and deserves special mention.

CHAPTER XII.

PHYSICAL AND MORAL TRAINING.

71. The Inspectors report very favourably of the increased interest and increased success in physical training during the year. Gymnastic and drill instructors have been added during the year to the staff of the district high schools at Bulandshahr and Muzaffarnagar, and they are now maintained in most English secondary schools under the control of the Department. In many aided schools also prominence is given to sports and athletic exercises, particularly when the headmaster and his assistants take a keen interest in the physical training of their boys. The inclusion of drill in the curriculum has served to quicken interest in the physical side of education, and further improvement may be confidently expected. The immediate effect has been shown in the general better bearing of the pupils; they walk better, hold themselves better, and look brighter and more cheerful.

In the Agra Circle there were as usual two tournaments (divisional). High praise is given to the representatives of the Victoria High School, Agra, for the discipline and good tone of their conduct in the field. In the Agra tournament St. John's Collegiate School as usual won the first place. In the Jhánsi tournament the MacDonnell High School attained the highest success. The Inspector remarks that schools attached to colleges have an advantage over district schools in that they can draw on their college staff for assistance in training, for supervision, and also for funds. Mr. Welby has taken a personal interest in cricket, in improving the bowling and getting regular practice at the nets

In Oudh there was the football tournament as well as the general inter-school tournament. The challenge shield for the former, which has hitherto been won year after year by the Jubilee High School at Lucknow, has this year been wrested from it by the Fyzabad High School. The challenge cup for cricket went to the Rae Bareli High School, but Fyzabad is the champion school of the circle.

The tournament at Allahabad was well organized by Mr. Kempster, Principal of the Training College. The District High School, Allahabad won nine of the eleven events, losing the football match to the Central Hindu School. At the end of the tournament an interesting and excellent display of drill was given by the students of the Training College, and of desi kasrat by the little boys of the model primary school attached to the same institution. It was especially satisfactory to see how thoroughly these matters are attended to in the institution which sends forth trained teachers for the schools of the province; for the interest roused here must manifest itself hereafter in the schools to which certificated teachers are appointed.

Mr. Murray's account of the tournament held in his circle is very interesting; and he gives special praise to Mr. Moss, Headmaster of the District School, Bareilly, for his admirable superintendence. Recognising the heavy burden on the recreation fund of a school, involved in sending representatives to a distant centre to compete in the tournament, he appealed to the Chairmen of Municipal Boards throughout the circle, and through them to private individuals for aid in this matter and generally to increase the attractiveness of the tournament. He pointed out that considering the large number of competitors in most events it would be desirable to offer more prizes, especially when, as is usually the case, one or two schools are so strong as to secure nearly all the first and second places. It is well to have at least one good school in a circle to set the standard, but, if it carries off all the honour and glory every year, other schools are apt to get discouraged. To remedy this he proposed, if sufficient support were forthcoming, to give three medals in every athletic event and in gymnastics, and also to give a medal to every member of the three best teams in cricket, football and tug-of-war. The appeal met with a gratifying response from nearly every district in the circle, and with the help of a Government grant of Rs. 900, nearly Rs. 2,000 were obtained from all sources, out

of which the medals were provided and the travelling and other expenses of visiting competitors were recouped almost in full. The contests were conducted in a most harmonious manner, with one unfortunate exception, when the boys of a school which is generally *facile princeps* in cricket, showed some excess of feeling on finding themselves tied with another school.

Desi kasrat, comprising the native physical exercises recommended by the Government of India, finds a place in the primary courses, along with other forms of athletics, such as the high jump, long jump, tug-of-war, &c. The teaching of the desi kasrat has produced excellent results where it has been well done; but more generally in village schools it has not met with success, mainly owing to the fact that the teachers, many of them advancing in years, and some of them without any spark of enthusiasm, are not themselves familiar with the exercises. Steps are being taken here and there to remedy this defect. The increasing number of new trained teachers, who have themselves gone through the course, will have increasing effect.

In some districts gymnastic teachers have been engaged to go round to the villages and make up for the general deficiency of the untrained teachers employed. The system has been extended to several more districts during the year; in Bara Banki a gymnastic teacher was sanctioned by the Commissioner, and a competent man was engaged from the Punjáb, and his pay for the present year was included in the budget but retrenched by Government, so that it was necessary to send the teacher back to the Punjáb. In some districts tournaments for vernacular schools are held, in others they are contemplated.

72. As regards moral training there are no great changes from year to year, and I have little to report beyond what I have said on previous occasions. But it has been brought to my notice that the permission to have classes for religious instruction, conceded some years ago on account of the earnest representations of a prominent Muhammadan resident of Amroha, has come to nothing. Such classes were also opened in the Sháhjahánpur District School, but they seem to have collapsed from want of support; and the same is true of the classes that were started in Amroha itself. The earnestness of the few has not been the expression of the feelings and desires of the people themselves, for which it was in a measure mistaken.

CHAPTER XIII.

THE PREPARATION AND DISTRIBUTION OF TEXT-BOOKS.

73. *Provincial Text-Book Committee.*—Twelve meetings were held by five sub-committees, including a special one for the consideration of the Science Readers under preparation. One general meeting of the Committee was held. The Assistant Director of Public Instruction has under the orders of Government been appointed *ex officio* Secretary to the Text-Book Committee In all the sub-committees considered 320 publications (consisting of 362 volumes) as against 191 in the previous year. Of these 97 publications (108 volumes) were recommended for use in schools, 66 were approved but not recommended for specific use in the curriculum, and 157 works were rejected.

Some more of the book depôts attached to Deputy Inspectors' offices were closed during the year. In other districts they resulted in a loss on the year's working. In fact the book depôt system is turning out to be troublesome and expensive. There are generally booksellers in a district who are ready to supply the books wanted without the intervention of the departmental or district authorities; delay in getting books through them is the chief drawback, but a little competition between rival booksellers should prevent this.

ALLAHABAD:
The 10th October 1904.

T. C. LEWIS, M.A.,
Director of Public Instruction,
United Provinces of Agra and Oudh.

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GENERAL TABLE I.

Abstract Return of Colleges, Schools and Scholars in the United Provinces at the end of the official year 1903-1904.

(For Details see General Table III.)

Area and population.			Institutions and scholars.	Public institutions.									Grand Total.	Percentage of
				Collegiate Education.		School Education, General.		School Education, Special.		Total of public institutions.	Advanced.	Elementary.		
Total area in square miles.	Number of towns and villages.	Population.		Arts Colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special Schools.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
107,164	Towns 455 Villages 105,073 **Total 105,528**	Males ...24,616,942 Females 23,074,840 **Total, 47,691,782**	Institutions—For Males	22	10	508	8,070	4	57	8,671	897	4,341	13,909	Institutions to number of towns and villages. 13·18
			Institutions—For Females.	6	...	40	531	4	1	582	...	218	800	·76
			Total ...	**28**	**10**	**548**	**8,601**	**8**	**58**	**9,253**	**897**	**4,559**	**14,709**	**13·94**
			Scholars—Males ...	1,899	875	71,888	328,828	475	3,091	407,056	12,890	56,888	476,834	Male scholars to male population of school-going age. 12·91
			Scholars—Female...	45	...	3,290	18,350	66	57	21,808	67	4,173	26,048	Female scholars to female population of school-going age. ·75
			Total ...	**1,944**	**875**	**75,178**	**347,178**	**541**	**3,148**	**428,864**	**12,957**	**61,061**	**502,882**	**7·03**

GENERAL TABLE II.

Abstract Return of Expenditure on Public Instruction in the United Provinces for the official year 1903-1904.

(For Details see General Table IV.)

	Total Direct Expenditure on Public Instruction.							Total Indirect Expenditure on Public Instruction.								Total Expenditure on Public Instruction.
	Collegiate Education.		School Education, General.		School Education, Special.		Total.	University.	Direction.	Inspection.	Scholarship.	Building.	Special Grants for Furniture and Apparatus	Miscellaneous.	Total.	
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.										
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Institutions { For Males	4,08,791	2,41,588	12,98,884	10,23,719	63,056	1,09,901	31,45,939	49,453	55,760	3,30,044	83,093	5,54,255	44,044	5,14,810	16,31,459	52,14,764
For Females.	13,990	...	2,76,566	1,32,099	14,711	...	4,37,366									
Total ...	4,22,781	2,41,588	15,75,450	11,55,818	77,767	1,09,901	35,83,305	49,453	55,760	3,30,044	83,093	5,54,255	44,044	5,14,810	16,31,459	52,14,764
2. (*a*)—Percentages of Provincial expenditure included in columns 2—17 to total Provincial expenditure on Public Instruction	15·9	19·0	14·6	1·7	·3	5·4	56·9	...	4·9	11·9	2·3	19·1	·7	4·2	43·1	100·0
(*b*)—Percentages of Local Fund expenditure included in columns 2—17 to total Local Fund expenditure on Public Instruction ...	·0	...	20·7	46·9	3·7	1·0	72·3	...	...	10·1	1·4	12·5	·8	2·9	27·7	100·0
(*c*)—Percentages of Municipal expenditure included in columns 2—17 to total Municipal expenditure on Public Instruction ...	4·0	...	48·0	40·6	...	·1	92·7	...	...	·1	2·3	2·4	.2	2·3	7·3	100·0
(*d*)—Percentages of total expenditure in columns 2—17 to total expenditure on Public Instruction	8·1	4·6	30·2	22·2	1·5	2·1	68·7	1·0	1·1	6·3	1·6	10·6	·8	9·9	31·3	100·0

GENERAL TABLE II.

Abstract Return of Expenditure on Public Instruction in the United Provinces for the official year 1903-1904—(continued).

(For Details see General Table IV.)

	Total Direct Expenditure on Public Instruction.						
	Collegiate Education.		School Education, General.		School Education, Special.		Total.
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	
1	2	3	4	5	6	7	8
3. Average annual cost of educating each pupil in—	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Government Institutions. Cost to Provincial Revenues.	163 5 10	399 5 6	4 12 0	3 1 9	...	24 11 11	33 7 6
Government Institutions. Cost to Local and Municipal Funds.	1 3 3	...	22 10 8	4 5 0	141 15 7	5 15 0	19 3 6
Total Cost ...	**204 11 9**	**415 1 8**	**45 11 9**	**9 0 11**	**142 8 4**	**35 0 7**	**66 12 4**
Local Fund Schools. Cost to Provincial Revenues.	...	...	...	...	...	...	...
Local Fund Schools. Cost to Local Funds,	...	...	4 1 1	3 5 4	...	8 13 0	3 7 1
Total Cost ...	...	...	**6 4 5**	**3 9 7**	...	**19 6 3**	**4 0 1**
Municipal Schools. Cost to Provincial Revenues.	...	...	0 1 2	...	...	...	0 0 3
Municipal Schools. Cost to Municipal Funds.	...	...	7 12 4	3 12 11	...	...	4 9 3
Total Cost ...	...	...	**15 2 8**	**4 1 5**	...	...	**6 3 10**
Institutions in Native States. Cost to Native State Revenues.	...	...	29 4 0	1 15 6	...	...	26 9 5
Institutions in Native States. Cost to Local and Municipal Funds.	...	..	...	...	...	...	...
Total Cost ...	...	...	**29 4 0**	**3 13 6**	...	...	**26 12 4**
Aided Institutions. Cost to Provincial Revenues.	63 14 9	...	7 0 11	0 2 6	89 12 3	1 15 2	1 15 5
Aided Institutions. Cost to Local and Municipal Funds.	6 3 11	...	5 14 11	1 12 7	4 8 11	7 5 0	2 9 2
Total Cost ...	**208 4 10**	**33 12 0**	**41 8 6**	**3 0 6**	**152 3 0**	**37 9 11**	**11 12 2**
Unaided Institutions, Total Cost	**166 2 8**	**41 2 9**	**43 11 10**	**5 2 11**	**32 8 0**	**74 0 0**	**36 0 1**
All Institutions. Cost to Provincial Revenues.	85 8 2	242 8 7	2 4 9	0 0 11	6 15 11	20 3 11	1 9 6
All Institutions. Cost to Local and Municipal Funds.	3 3 11	...	6 6 11	2 14 7	128 2 11	6 1 8	3 11 8
Total Cost ...	**198 7 10**	**268 11 8**	**21 9 6**	**3 8 0**	**140 14 1**	**35 12 11**	**8 11 11**

GENERAL

Return of Colleges, Schools and Scholars in the

Class of Institutions.	Public Under Public Manage							
	Managed by Government.				Managed by District or Municipal Boards.			
	Number of institutions.	Number of scholars on the rolls on 31st March	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
COLLEGIATE EDUCATION.								
Arts Colleges.								
English	2	297	306	249	...	...	...	...
Oriental	2	434	434	366	...	...	...	...
Colleges or Departments of Colleges for Professional Training.								
Law	1	119	131	104	...	...	...	...
Medicine	...	...	...	...	...	...	...	...
Engineering	1	371	369	367	...	...	...	...
Teaching	1	48	46	42	...	...	...	...
Agriculture	...	...	...	...	...	..	...	...
Total	7	1,269	286	1,128	...	..	...	...
SCHOOL EDUCATION, GENERAL.								
Secondary Schools.								
For Boys — High Schools	34	6,063	5,933	4,929	1	166	150	119
For Boys — Middle Schools — English	8	797	770	573	13	1,148	1,046	830
For Boys — Middle Schools — Vernacular	4	417	399	299	299	43,101	41,494	31,769
For Girls — High Schools	...	...	...	...	...	...	...	...
For Girls — Middle Schools — English	...	...	...	...	...	...	...	...
For Girls — Middle Schools — Vernacular	...	...	...	...	...	...	...	...
Total	46	7,277	7,102	5,801	313	44,415	42,690	32,718
Primary Schools.								
For Boys	14	761	746	575	5,320	2,43,491	2,31,348	1,80,762
For Girls	30	1,198	1,022	725	212	5,772	5,529	4,161
Total	44	1,959	1,768	1,300	5,532	249,263	236,877	184,923
SCHOOL EDUCATION, SPECIAL.								
Schools for Special Instruction.								
Training Schools for Masters.	4	475	477	461	...	...	...	...
Training Schools for Mistresses.	1	21	20	17	...	...	...	...
Schools of Art	...	...	...	...	...	...	...	...
Law Schools	...	...	..	...	...	...	...	...
Medical Schools	2	260	249	245	...	...	...	...
Engineering and Surveying Schools.	...	...	...	...	...	...	...	...
Technical and Industrial Schools.	1	94	66	55	...	...	...	...
Commercial Schools	..	...	...	...	...	...	...	...
Agricultural Schools	1	59	54	50	...	...	...	...
Other Schools — Reformatory	1	209	219	219	...	...	..	...
Other Schools — Other	43	1,848	1,886	1,289	1	76	64	47
Total	53	2,966	2,971	2,336	1	76	64	47
Total of Colleges and Schools of Public Instruction.	150	13,471	13,127	10,565	5,846	293,754	279,631	217,688

TABLE III.

United Provinces for the official year 1903-1904.

Institutions.							
ment.				Under Private Management.			
Maintained by Native States.				Aided by Government or by District or Municipal Boards.			
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
10	11	12	13	14	15	16	17
...	...	...	...	8	763	902	738
...	...	...	...	2	56	56	41
...	...	...	...	1	78	80	60
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	**...**	**...**	**...**	**11**	**897**	**1,038**	**839**
1	337	309	196	54	10,366	10,235	8,381
2	297	283	216	42	4,365	4,259	3,365
...	...	...	...	14	1,381	1,340	1,098
...	...	...	...	18	1,725	1,779	1,609
...	...	...	...	16	1,289	1,291	1,185
...	...	...	...	1	50	37	34
3	**634**	**592**	**412**	**145**	**19,176**	**18,941**	**15,672**
2	64	64	47	2,644	83,439	80,342	64,927
...	..	...	..	265	9,182	8,131	6,281
2	**64**	**64**	**47**	**2,909**	**92,621**	**88,473**	**71,208**
...	...	...	...	...	...	...	...
...	...	...	...	2	33	43	30
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	4	390	351	359
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	..	...	...	...	...	...	...
...	...	...	...	4	151	125	107
...	**...**	**...**	**...**	**10**	**574**	**519**	**496**
5	**698**	**656**	**459**	**3,075**	**1,13,268**	**1,08,971**	**88,215**

GENERAL

Return of Colleges, Schools and Scholars in the

	Class of Institutions.	Public Institutions. Under Private Management. Unaided. Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand Total of public institutions.	Grand Total of scholars on the 31st of March.	Number of scholars on the 31st of March learning— English.	A classical language.	A vernacular language.
1		18	19	20	21	22	23	24	25	26
COLLEGIATE EDUCATION.	*Arts Colleges.*									
	English	14	394	432	370	24	1,454	1,449	667	66
	Oriental	...	...	...	...	4	490	30	490	...
	Colleges or Departments of Colleges for Professional Training.									
	Law	6	259	273	206	8	456	456	...	...
	Medicine	...	...	...	...	...	...	...	...	...
	Engineering	...	...	...	...	1	371	371	...	...
	Teaching	...	...	...	...	1	48	48	10	44
	Agriculture	...	...	...	...	...	..	...	...	...
	Total ...	**20**	**653**	**705**	**576**	**38**	**2,819**	**2,354**	**1,167**	**110**
SCHOOL EDUCATION, GENERAL.	*Secondary Schools.*									
	For Boys. High Schools ...	14	1,938	1,878	1,515	104	18,870	13,523	7,157	18,876
	For Boys. Middle Schools. English	19	1,340	1,276	954	84	7,947	3,378	1,524	8,752
	For Boys. Middle Schools. Vernacular.	3	111	113	87	320	45,010	...	67	44,943
	For Girls. High Schools ...	3	175	272	145	21	1,900	1,818	440	1,134
	For Girls. Middle Schools. English	2	112	99	91	18	1,401	789	...	1,228
	For Girls. Middle Schools. Vernacular.	...	...	...	...	1	50	...	...	50
	Total ...	**41**	**3,676**	**3,638**	**2,792**	**548**	**75,178**	**19,508**	**9,188**	**74,983**
	Primary Schools.									
	For Boys	90	2,632	2,302	1,852	8,070	3,30,387	440	131	3,29,997
	For Girls	24	639	580	491	531	16,791	705	54	16,396
	Total ...	**114**	**3,271**	**2,882**	**2,343**	**8,601**	**3,47,178**	**1,145**	**185**	**3,46,393**
SCHOOL EDUCATION, SPECIAL.	*Schools for Special Instruction.*									
	Training Schools for Masters	...	....	...	...	4	475	...	...	588
	Training Schools for Mistresses.	1	12	12	12	4	66	45	...	60
	Schools of Art ...	...	...	...	...	...	...	...	...	...
	Law Schools	..	...	...	...	...	...	...	...	...
	Medical Schools ...	...	...	...	...	2	260	...	...	260
	Engineering and Surveying Schools.	...	...	...	...	...	...	...	...	...
	Technical and Industrial Schools.	1	61	55	50	6	545	51	...	494
	Commercial Schools ...	...	...	...	...	...	...	...	...	...
	Agricultural Schools ...	...	...	...	...	1	59	59	...	118
	Other Schools. Reformatory ...	...	...	...	...	1	209	...	...	209
	Other Schools. Other ...	...	...	...	...	48	2,075	47	110	1,918
	Total ...	**2**	**73**	**67**	**62**	**66**	**3,689**	**202**	**110**	**3,647**
Total of Colleges and Schools of Public Instruction.		**177**	**7,673**	**7,292**	**5,773**	**9,253**	**4,28,864**	**23,209**	**10,650**	**4,25,133**
PRIVATE INSTITUTIONS.	1. *Advanced teaching*—									
	(*a*) Arabic or Persian ...					560	8,245	51	8,162	75
	(*b*) Sanskrit ...					337	4,712	...	4,660	52
	(*c*) Any other oriental classic...					...	..	...	...	...
	2. Elementary, teaching a vernacular only or mainly. For Boys					2,958	40,710	1,273	1,724	37,874
	2. Elementary, teaching a vernacular only or mainly. „ Girls					90	2,368	...	...	2,368
	3. Elementary, teaching the Koran. For Boys					1,319	15,338	...	15,136	202
	3. Elementary, teaching the Koran. „ Girls					125	1,069	..	1,069	...
	4. Other schools not conforming to Departmental standards. For Boys					64	1,460	525	330	813
	4. Other schools not conforming to Departmental standards. „ Girls					3	116	41	...	116
	Total ...					**5,456**	**74,018**	**1,890**	**31,081**	**41,500**
	GRAND TOTAL ...					**14,709**	**5,02,882**	**25,099**	**41,731**	**4,66,633**

TABLE III.

United Provinces for the official year 1903-1904—(concluded).

Classification of scholars on the 31st of March according to race or creed.								Number of girls in boys' schools.	Number of boys in girls' schools.
Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.		
		Brahmans.	Non-Brahmans.						
27	28	29	30	31	32	33	34	35	36
93	29	360	738	234	...	...	...	1	...
...	...	445	1	44	...	...	...	...	...
1	5	73	277	99	...	1	...	...	...
...	...	...	...	...	...	...	...	...	...
74	4	41	199	53	...	...	...	...	...
...	1	18	25	4	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
168	39	937	1,240	434	...	1	...	1	...
1,641	744	3,323	9,245	3,884	10	16	7	179	...
342	533	1,267	4,093	1,699	...	12	1	59	...
...	209	10,257	24,212	10,290	8	...	34	38	...
1,245	606	14	14	6	4	9	2	...	163
263	1,124	5	9	...	...	2	...	...	153
...	50	...	...	...	...	...	...	...	21
3,491	3,266	14,864	37,573	15,879	22	39	44	276	337
334	689	91,811	1,95,671	41,576	3	35	268	2,071	...
426	1,328	2 983	8,928	3,026	1	8	91	...	512
760	2,017	94,794	2,04.599	44,602	4	43	359	2,071	512
...	...	216	193	66	...	...	...	...	...
11	34	1	1	19	...	...	...	...	..
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
2	67	29	125	37	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	423	10	49	63	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	1	10	29	19	...	...	...	...	...
...	2	14	148	45	...	...	...	...	...
41	...	187	1,656	190	...	1	...	...	...
54	527	467	2,201	439	...	1	...	...	..
4.473	5,849	1,11,062	2,45,613	61,354	26	84	403	2,348	849
...	5	147	804	7,190	...	...	9	59	...
...	...	3,937	775	...	...	...	...	8	...
...	...	...	...	...	...	...	...	...	...
...	502	8,066	23,746	8,311	...	...	85	244	...
...	454	358	1,301	208	...	...	47	...	72
...	...	...	1	15,337	...	...	...	476	...
...	...	...	...	1,069	...	...	...	...	29
...	171	260	746	279	...	...	1	3	...
...	90	3	22	1	...	...	...	...	2
...	1.225	12.771	27.485	32,395	...	...	142	790	103
4.473	7 074	1.23.833	2.73.098	93 749	26	84	545	3.133	952

GENERAL TABLE IIIA.

Number of Scholars on the 31st March classified according to sex, race, or creed.

		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
				Brahmans.	Non-Brahmans.				
COLLEGIATE EDUCATION—									
Arts Colleges—									
English	Male	55	24	360	736	234	...	...	...
	Female	38	5	...	2	...	...	...	...
Oriental	Male	...	...	445	1	44	...	...	..
	Female	...	....	...	...	...	...	...	...
Colleges for Professional Training—									
Law	Male	1	5	73	277	99	...	1	...
	Female	...	...	...	...	...	...	...	...
Medicine	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Engineering	Male	74	4	41	199	53	...	...	...
	Female	...	...	...	...	...	...	...	...
Teaching	Male	...	1	18	25	4	...	...	...
	Female	...	...	...	...	...	...	...	...
Agriculture	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Total		**168**	**39**	**937**	**1,240**	**434**	...	**1**	...
SCHOOL EDUCATION—GENERAL—									
Secondary Schools—									
For Boys—									
High Schools	Male	1,462	744	3,323	9,245	3,884	10	16	7
	Female	179	...	...	...	...	...	...	...
Middle Schools—									
English	Male	283	533	1,267	4,093	1,699	...	12	1
	Female	59	...	...	..	...	...	...	...
Vernacular	Male	...	209	10,249	24,188	10,284	8	...	34
	Female	...	...	8	24	6	...	...	...
For Girls—									
High Schools	Male	146	5	5	4	1	...	2	...
	Female	1,099	601	9	10	5	4	7	2
Middle Schools—									
English	Male	75	76	2	...	...	...	...	...
	Female	188	1,048	1	9	...	...	2	...
Vernacular	Male	...	21	...	...	...	...	...	...
	Female	...	29	...	...	...	...	...	...
Total		**3,491**	**3,266**	**14,864**	**37,573**	**15,879**	**22**	**39**	**44**
Primary Schools—									
For Boys	Male	179	648	91,344	1,94,504	41,347	3	23	268
	Female	155	41	467	1,167	229	...	12	...
For Girls	Male	186	41	67	203	15	...	...	...
	Female	240	1,287	2,916	8,725	3,011	1	8	91
Total		**760**	**2,017**	**94,794**	**204,599**	**44,602**	**4**	**43**	**359**
SCHOOL EDUCATION—SPECIAL—									
Schools for Special Instruction—									
Training Schools	Male	...	...	216	193	66	...	...	...
	Female	11	34	1	1	19	...	...	...

GENERAL TABLE IIIA.

Number of Scholars on the 31st March classified according to sex, race, or creed—(concluded).

	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
			Brahmans.	Non-Brahmans				
SCHOOL EDUCATION—SPECIAL—(*concluded*).								
Schools for Special Instruction—(concluded).								
Schools of Art ... Male	...	...	...	...	...	...	...	...
Schools of Art ... Female	..	...	...	...	...	...	...	...
Law Schools ... Male	...	...	...	...	...	...	...	...
Law Schools ... Female	...	...	...	...	...	...	...	...
Medical Schools ... Male	...	20	27	120	36	...	...	...
Medical Schools ... Female	2	47	2	5	1	...	...	...
Engineering and Surveying Schools. Male	...	...	...	...	...	...	...	...
Engineering and Surveying Schools. Female	...	...	...	...	...	...	...	...
Industrial Schools Male	..	423	10	49	63	...	...	...
Industrial Schools Female	...	...	...	...	...	...	...	...
Agricultural Schools Male	...	1	10	29	19	...	...	...
Agricultural Schools Female	...	...	...	...	...	...	...	...
Other Schools. Reformatory. Male	...	2	14	148	45	...	...	...
Other Schools. Reformatory. Female	...	...	...	...	...	...	...	...
Other Schools. Others ... Male	41	...	187	1,656	190	...	1	...
Other Schools. Others ... Female	...	...	...	..	...	...	...	...
Total ...	**54**	**527**	**467**	**2,201**	**439**	...	**1**	...
Total of Colleges and Schools of Public Instruction.	**4,473**	**5,849**	**111,062**	**245,613**	**61,354**	**26**	**84**	**403**
PRIVATE INSTITUTIONS—								
1. ADVANCED TEACHING—								
(*a*) Arabic or Persian. Male	...	5	147	893	7,136	...	...	5
(*a*) Arabic or Persian. Female	...	...	...	1	54	...	...	4
(*b*) Sanskrit ... Male	...	...	3,931	773	...	...	..	...
(*b*) Sanskrit ... Female	..	...	6	2	...	...	...	...
(*c*) Any other Oriental Classic. Male	...	...	...	...	...	...	...	...
(*c*) Any other Oriental Classic. Female	...	...	...	...	...	...	...	...
2. ELEMENTARY TEACHING—A VERNACULAR ONLY OR MAINLY—								
For Boys ... Male	...	488	8,034	23,589	8,270	..	...	85
For Boys ... Female	...	14	32	157	41	...	...	...
For Girls ... Male	...	...	...	72	...	...	...	...
For Girls ... Female	...	454	358	1,229	208	...	...	47
3. ELEMENTARY TEACHING—THE QURAN ONLY—								
For Boys ... Male	...	...	...	1	14,861	...	...	...
For Boys ... Female	...	...	...	...	476	...	...	...
For Girls ... Male	...	...	...	...	29	...	...	...
For Girls ... Female	...	...	...	...	1,040	...	...	...
4. OTHER SCHOOLS NOT CONFORMING TO DEPARTMENTAL STANDARDS—								
For Boys ... Male	...	174	260	743	279	...	...	1
For Boys ... Female	...	...	...	3	..	...	...	...
For Girls ... Male	...	2	...	...	...	...	...	...
For Girls ... Female	...	88	3	22	1	...	...	...
Total of Private Institutions	...	**1,225**	**12,771**	**27,485**	**32,395**	...	...	**142**
GRAND TOTAL ..	**4,473**	**7,074**	**123,833**	**273,098**	**93,749**	**26**	**84**	**545**

GENERAL

Return of Expenditure on Public Instruction in the

Objects of Expenditure.	Public						
	Under Public						
	Managed by Government.						
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.							
COLLEGIATE EDUCATION. English	1,06,671	760	130	28,145	...	1,101	1,36,807
COLLEGIATE EDUCATION. Oriental	14,220	...	...	...	...	478	14,698
Colleges or Departments of Colleges for Professional Training.							
COLLEGIATE EDUCATION. Law	...	...	...	8,226	...	...	8,226
COLLEGIATE EDUCATION. Medicine	...	...	...	...	...	...	...
COLLEGIATE EDUCATION. Engineering	1,93,855	...	...	...	...	380	1,94,235
COLLEGIATE EDUCATION. Teaching	24,187	...	...	...	...	...	24,187
COLLEGIATE EDUCATION. Agriculture	...	...	...	...	...	...	...
Total	3,38,933	760	130	36,371	..	1,959	3,78,153
Secondary Schools.							
SCHOOL EDUCATION, GENERAL. For Boys. High Schools	33,718	1,28,024	11,682	1,15,763	704	3,940	2,93,831
SCHOOL EDUCATION, GENERAL. For Boys. Middle Schools English	...	13,576	3,970	8,618	74	503	26,741
SCHOOL EDUCATION, GENERAL. For Boys. Middle Schools Vernacular	...	3,740	...	486	...	...	4,226
SCHOOL EDUCATION, GENERAL. For Girls. High Schools	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. For Girls. Middle Schools English	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. For Girls. Middle Schools Vernacular	...	..	...	...	...	...	...
Total	33,718	1,45,340	15,652	1,24,867	778	4,443	3,24,798
Primary Schools.							
SCHOOL EDUCATION, GENERAL. For Boys	940	3,855	1,085	2,774	10	98	8,762
SCHOOL EDUCATION, GENERAL. For Girls	4,561	2,466	220	...	...	...	7,247
Total	5,501	6,321	1,305	2,774	10	98	16,009
Schools for Special Instruction.							
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters	...	62,785	...	...	...	271	63,056
SCHOOL EDUCATION, SPECIAL. Training Schools for Mistresses	...	7,777	...	...	...	...	7,777
SCHOOL EDUCATION, SPECIAL. Schools of Art	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Law Schools	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Medical Schools	28,164	...	...	...	...	240	28,404
SCHOOL EDUCATION, SPECIAL. Engineering and Surveying Schools	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Technical and Industrial Schools	9,494	...	...	409	...	484	10,387
SCHOOL EDUCATION, SPECIAL. Commercial Schools	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Agricultural Schools	1,773	1,773	...	...	...	...	3,546
SCHOOL EDUCATION, SPECIAL. Other Schools Reformatory	21,787	...	...	...	...	..	21,787
SCHOOL EDUCATION, SPECIAL. Other Schools Other	...	12,915	..	9,643	...	...	22,558
Total	61,218	85,250	...	10,052	...	995	1,57,515
Buildings	1,83,772	31,329	648	...	...	...	2,15,749
Furniture and Apparatus (Special Grants only).	2,334	2,737	...	...	...	...	5,071
Total	1,86,106	34,066	648	...	...	...	2,20,820
University	..	...	...	...	...	..	...
Direction	...	...	..	...	...	...	..
Inspection	...	...	...	..	...	...	...
SCHOLARSHIPS HELD IN— Arts Colleges	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN— Medical Colleges	...	...	..	...	...	...	...
SCHOLARSHIPS HELD IN— Other Professional Colleges	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN— Secondary Schools	...	...	...	..	...	..	...
SCHOLARSHIPS HELD IN— Primary Schools	...	...	...	...	...	...	..
SCHOLARSHIPS HELD IN— Medical Schools	...	..	...	..	....	..	...
SCHOLARSHIPS HELD IN— Technical and Industrial Schools	...	...	.	...	...	...	...
SCHOLARSHIPS HELD IN— Other Special Schools. Reformatory	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN— Other Special Schools. Other	...	..	...	...	...	...	...
Miscellaneous	...	...	...	...	..	...	...
Total	...	...	...	...	...	...	..
Total Expenditure on Public Instruction.	6,25,476	2,71,737	17,735	1,74,064	788	7,495	10,97,295

TABLE IV.

United Provinces for the official year 1903-1904.

Institutions.	Managed by District or Municipal Boards.						Managed by Native States.		
Management.									
Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native State Revenues.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	2,281	555	1,939	...	...	4,775	12,600	...	12,600
156	1,084	11,815	9,286	...	10	22,351	4,716	...	4,716
...	1,64,625	15,643	79,181	340	686	2,60,475	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
156	**1,67,990**	**28,013**	**90,406**	**340**	**696**	**2,87,601**	**17,316**	**...**	**17,316**
...	7,38,228	29,295	56,633	3,178	763	8,28,097	126	120	246
...	20,717	7,805	...	...	...	28,522	...	...	...
...	**7,58,945**	**37,100**	**56,633**	**3,178**	**763**	**8,56,619**	**126**	**120**	**246**
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	564	...	2	...	675	1,241	...	...	...
...	**564**	**...**	**2**	**...**	**675**	**1,241**	**...**	**...**	**...**
4,145	2,07,762	1,895	...	405	...	2,14,207	...	...	...
...	13,999	84	...	...	...	14,083	...	...	...
4,145	**2,21,761**	**1,979**	**...**	**405**	**...**	**2,28,290**	**...**	**...**	**...**
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
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...	...	...	...	...	...	...	...	...	...
4,301	**11,49,260**	**67,092**	**1,47,041**	**3,923**	**2,134**	**13,73,751**	**17,442**	**120**	**17,562**

GENERAL

Return of Expenditure on Public Instruction in the

Objects of Expenditure.	Public Under Private — Aided by Government or by District or Municipal Boards.						
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	19	20	21	22	23	24	25
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION: *Arts Colleges.*							
English	60,213	...	5,960	56,260	989	73,459	1,96,881
Oriental	1,030	60	...	7	53	1,460	2,610
Colleges or Departments of Colleges for Professional Training.							
Law	...	...	...	2,700	...	...	2,700
Medicine...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...
Teaching...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...
Total ...	**61,243**	**60**	**5,960**	**58,967**	**1,042**	**74,919**	**2,02,191**
SCHOOL EDUCATION, GENERAL. *Secondary Schools.*							
For Boys — High Schools ...	77,958	52,699	15,535	1,81,555	24,629	92,303	4,44,679
For Boys — Middle Schools — English ...	10,023	13,771	11,127	31,940	5,656	15,785	88,302
For Boys — Middle Schools — Vernacular ...	...	2,454	840	1,381	1,328	9,893	15,896
For Girls — High Schools ...	39,181	4,229	360	66,016	8,985	49,134	1,67,905
For Girls — Middle Schools — English ...	6,521	10,288	911	12,851	12,380	26,583	69,534
For Girls — Middle Schools — Vernacular ...	...	120	...	...	180	...	300
Total ...	**1,33,683**	**83,561**	**28,773**	**2,93,743**	**53,158**	**1,93,698**	**7,86,616**
Primary Schools.							
For Boys...	3,777	1,17,578	17,609	14,810	12,406	11,564	1,77,744
For Girls...	10,260	17,610	5,350	5,078	14,857	37,117	90,272
Total ...	**14,037**	**1,35,188**	**22,959**	**19,888**	**27,263**	**48,681**	**2,68,016**
SCHOOL EDUCATION, SPECIAL. *Schools for Special Instruction.*							
Training Schools for Masters ...	...	...	...	...	...	...	...
Training Schools for Mistresses ...	3,860	196	...	1,622	676	190	6,544
Schools of Art	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Engineering and Surveying Schools	...	...	...	...	...	...	...
Technical and Industrial Schools...	...	2,580	120	...	...	12,325	15,025
Commercial Schools	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...
Other Schools — Reformatory ...	...	...	...	...	...	...	...
Other Schools — Other ...	928	780	...	380	188	607	2,883
Total ...	**4,788**	**3,556**	**120**	**2,002**	**864**	**13,122**	**24,452**
Buildings	31,611	...	1,153	4,552	31,978	37,549	1,06,843
Furniture and Apparatus (Special Grants only).	5,454	125	179	6,935	422	6,638	19,753
Total ...	**37,065**	**125**	**1,332**	**11,487**	**32,400**	**44,187**	**1,26,596**
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Arts Colleges ...	...	...	...	...	...	...	...
Medical Colleges ...	...	...	...	...	...	...	...
Other Professional Colleges ...	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Technical and Industrial Schools...	...	...	...	...	...	...	...
Other Special Schools — Reformatory ...	...	...	...	...	...	...	...
Other Special Schools — Other ...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Total Expenditure on Public Instruction.	**2,50,816**	**2,22,490**	**59,144**	**3,86,087**	**1,14,727**	**3,74,607**	**14,07,871**

TABLE IV.

United Provinces for the official year 1903-1904—(concluded).

Institutions—(*concluded*). Management. Unaided.				Total Expenditure from—						Grand Total.
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	All other sources. Private.	All other sources. Public.	
26	27	28	29	30	31	32	33	34	35	36
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
19,741	12,387	39,657	71,785	1,66,884	760	6,090	1,04,146	1,15,886	11,707	4,05,473
...	...	...	...	15,250	60	...	7	1,891	100	17,308
11,169	...	1,071	12,240	...	...	...	22,095	1,071	...	23,166
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	1,93,855	...	...	...	380	...	1,94,235
...	...	...	...	24,187	...	...	...	...	...	24,187
...	...	...	...	...	...	...	...	...	...	...
30,910	**12,387**	**40,728**	**84,025**	**4,00,176**	**820**	**6,090**	**1,26,248**	**1,19,228**	**11,807**	**6,64,369**
35,026	21,911	37,514	94,451	1,11,676	1,83,004	27,772	3,34,283	1,75,017	18,584	8,50,336
7,424	4,101	13,239	24,764	10,179	28,431	26,912	57,268	38,149	5,935	1,66,874
56	...	1,021	1,077	...	1,70,819	16,483	81,104	13,256	12	2,81,674
36,360	...	...	36,360	39,181	4,229	360	1,02,376	52,350	5,769	2,04,265
246	...	2,221	2,467	6,521	10,288	911	13,097	38,144	3,040	72,001
...	...	...	..	...	120	...	...	180	...	300
79,112	**26,012**	**53,995**	**1.59.119**	**1.67,557**	**3,96,891**	**72,438**	**5.88,128**	**3,17,096**	**33,340**	**15,75,450**
146	53	8,671	8,870	4,717	8,59,661	47,989	74,363	33,508	3,481	10,23,719
280	84	5,694	6,058	14,821	40,793	13,375	5,358	55,029	2,723	1,32,099
426	**137**	**14,365**	**14,928**	**19,538**	**9,00,454**	**61,364**	**79,721**	**88,537**	**6,204**	**11,55,818**
..	..	...	...	...	62,785	...	...	271	...	63,056
180	...	210	390	3,860	7,973	...	1,802	886	190	14,711
...	..	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	..	...	...	28,164	...	...	...	...	240	28,404
...		...	...	...	...	..	...	...	..	...
350	..	3,720	4,070	9,494	2,580	120	759	16,529	...	29,482
...	..	..	..	...	...	...	...	...	...	...
...	..	...	...	1,773	1,773	...	...	...	...	3,546
...	..	...	...	21,787	...	...	...	...	...	21,787
...	...	...	..	928	14,259	...	10,025	1,123	347	26,682
530	...	**3,930**	**4,460**	**66,006**	**89,370**	**120**	**12,586**	**18,809**	**777**	**1,87,668**
2,477	8,137	6,842	17,456	2,19,528	2,39,091	3,696	7,129	84,911	...	5,54,255
563	2,562	2,012	5,137	7,788	16,861	263	7,498	11,634	...	44,044
3,040	**10,699**	**8,854**	**22.593**	**2,27,316**	**2.55,952**	**3,959**	**14,527**	**96,545**	...	**5 98,299**
...	...	...	...	...	...	...	28,400	21,053	...	49,453
...	...	...	...	55,760	...	...	...	...	...	55,760
...	...	...	...	1,36,314	1,93,636	94	...	...	...	3,30,044
...	...	...	...	11,243	...	832	...	13,805	1,522	27,402
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	9,772	20,713	2,385	208	8,700	790	42,568
...	...	...	...	...	24	305	96	1,106	...	1,531
...	...	...	...	4,968	5,458	...	...	...	...	10,426
...	...	...	...	38	...	...	...	273	...	311
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	220	220	...	...	415	...	855
...	...	...	...	48,339	55,459	3,485	2,63,085	1,43,744	698	5,14,810
...	...	...	...	**2,66,654**	**2,75,510**	**7,101**	**2,91,789**	**1,89,096**	**3,010**	**10,33.160**
1,14,018	**49,235**	**1,21,872**	**2,85,125**	**11,47,247**	**19,18,997**	**1,51,072**	**11,12,999**	**8,29,311**	**55,138**	**52,14,764**

GENERAL

Return of the Stages of Instruction of Pupils in Public Schools for General Education

Class of schools.			Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage but have not passed the Matriculation Examination.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.		
					1			2		
Secondary Schools—					Boys.	Girls.	Total.	Boys.	Girls.	Total.
For Boys.	Government	English ...	42	6,860	1,270	...	1,270	3,705	...	3,705
		Vernacular	4	417	...	...	...	67	...	67
	District Board.	English ...	...	...	..	...	...	...	...	...
		Vernacular	293	42,069	...	...	...	9,835	...	9,835
	Municipal..	English ...	14	1,314	25	...	25	376	...	376
		Vernacular	6	1,032	...	...	...	173	...	173
	Native States	English ...	3	634	27	...	27	164	...	164
		Vernacular	...	...	...	...	...	...	...	...
	Aided ...	English ...	96	14,731	1,600	15	1,615	4,837	83	4,920
		Vernacular	14	1,381	...	...	...	215	...	215
	Unaided ...	English ...	33	3,278	323	...	323	1,161	...	1,161
		Vernacular	3	111	...	...	...	61	...	61
	Total ...		508	71,827	3,245	15	3,260	20,594	83	20,677
For Girls.	Government	English ...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	District Board.	English ...	...	...	...	...	..	...	...	...
		Vernacular	...	..	...	..	...	...	...	...
	Municipal ...	English ...	...	...	...	...	..	...	...	...
		Vernacular	...	...	...	..	...	...	...	...
	Native States	English ...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Aided ...	English ...	34	3,014	...	136	136	13	580	593
		Vernacular	1	50	...	...	...	1	2	3
	Unaided ...	English ...	5	287	...	7	7	3	68	71
		Vernacular	...	...	...	...	...	...	...	...
	Total ...		40	3,351	...	143	143	17	650	667
Total, Secondary Schools ...			548	75,178	3,245	158	3,403	2,0611	733	21,344
Primary Schools—										
For Boys.	Government ...		14	761	...	...	...	...	...	...
	District Board ...		5,167	2,36,000	...	...	...	...	...	..
	Municipal		153	7,491	...	..	...	...	...	...
	Native States... ...		2	64	...	...	...	...	...	...
	Aided		2,644	83,439	...	...	...	...	...	...
	Unaided		90	2,632	...	..	...	..	...	...
	Total ...		8,070	3,30,387	...	...	...	...	...	...
For Girls.	Government		30	1,198	...	...	...	...	...	...
	District Board ...		168	4,531	...	...	...	...	...	...
	Municipal		44	1,241	...	...	...	.	..	..
	Native States ...		..	...	...	...	...	...	...	.
	Aided		265	9,182	...	.	...	...	...	...
	Unaided		24	639	...	..	...	...	...	...
	Total ...		531	16,791	...	...	...	...	...	...
Total, Primary Schools ...			8 601	3.47,178	...	...	..	...	...	...
GRAND TOTAL ...			9,149	4,22,356	3,245	158	3,403	20,611	733	21,344

TABLE V.

in the United Provinces at the end of the official year 1903-1904.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading Printed Books.			Not reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1,146	...	1,146	716	...	716	23	...	23	6,860	...	6,860
107	...	107	226	...	226	17	...	17	417	...	417
...	...	...	...	...	...	...	...	...	...	...	...
9,633	...	9,633	21,049	32	21,081	1,514	6	1,520	42,031	38	42,069
352	...	352	471	...	471	90	...	90	1,314	...	1,314
201	...	201	623	...	623	35	...	35	1,032	...	1,032
127	...	127	291	...	291	25	...	25	634	...	634
...	...	...	...	...	...	...	...	...	...	...	...
3,372	75	3,447	4,473	65	4,538	211	...	211	14,493	238	14,731
276	...	276	874	...	874	16	...	16	1,381	...	1,381
865	...	865	916	...	916	13	...	13	3,278	...	3,278
21	...	21	29	...	29	...	...	...	111	...	111
16,100	**75**	**16,175**	**29,668**	**97**	**29,765**	**1,944**	**6**	**1,950**	**71,551**	**276**	**71,827**
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
60	623	683	183	1,045	1,228	32	342	374	288	2,726	3,014
1	5	6	19	22	41	...	...	...	21	29	50
7	41	48	17	130	147	1	13	14	28	259	287
...	...	...	...	...	...	...	...	...	...	...	...
68	**669**	**737**	**219**	**1.197**	**1.416**	**33**	**355**	**388**	**337**	**3 014**	**3,351**
16,168	**744**	**16.912**	**29,887**	**1,294**	**31.181**	**1,977**	**361**	**2,338**	**71,888**	**3,290**	**75,178**
210	...	210	531	..	531	20	..	20	761	...	761
27,226	8	27,234	1,86,299	1,147	1,87,446	21,090	230	21,320	2,34,615	1,385	2,36,000
338	..	338	6,304	8	6,312	836	5	841	7,478	13	7,491
5	...	5	54	...	54	5	...	5	64	...	64
2,976	39	3,015	67,973	476	68,449	11,862	113	11,975	82,811	628	83,439
154	11	165	2,149	29	2,178	284	5	289	2,587	45	2,632
30,909	**58**	**30,967**	**2,63,310**	**1,660**	**2,64,970**	**34.097**	**353**	**34,450**	**3 28,316**	**2,071**	**3.30,387**
..	32	32	...	1,078	1,078	...	88	88	...	1,198	1,198
...	75	75	...	3,783	3,783	5	668	673	5	4,526	4,531
...	30	30	...	1,108	1,108	...	103	103	...	1,241	1,241
...	...	...	...	...	...	...	...	...	...	...	...
40	261	301	291	6,775	7,066	121	1,694	1,815	452	8,730	9,182
10	31	41	37	371	408	8	182	190	55	584	639
50	**429**	**479**	**328**	**13.115**	**13,443**	**134**	**2.735**	**2 869**	**512**	**16 279**	**16,791**
30,959	**487**	**31,446**	**2,63,638**	**14,775**	**2 78.413**	**34 231**	**3.088**	**37,319**	**3,28.828**	**18,350**	**3,47,178**
47,127	**1,231**	**48,358**	**2,93,525**	**16,069**	**3,09,594**	**36,208**	**3,449**	**39,657**	**4,00,716**	**21,640**	**4,22,356**

GENERAL

Return showing the Results of Prescribed Examinations in

Nature of Examination.	Number of institutions sending examinees.				Number of examinees.				
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.
1	2	3	4	5	6	7	8	9	10
ARTS COLLEGES.									
1. Master of Arts	2	4	1	7	14	10	2	10	36
2. 1st D. Sc.	1	1	1	3	6	1	1	...	8
3. 2nd D. Sc.	1	1	...	2	2	1	...	...	3
4. 3rd D. Sc.	1	...	...	1	1	...	..	...	1
5. Bachelor of Arts	2	7	3	12	71	150	19	11	251
6. B. Sc.	2	1	...	3	17	1	...	...	18
7. First B. A.	...	...	...	...	...	...	...	...	...
7. First B. Sc.	...	...	...	...	...	...	...	...	...
7. First Arts	2	8	12	22	77	337	160	12	586
7. Previous Examination	...	...	...	...	...	...	...	...	...
ORIENTAL COLLEGES.									
1. Master of Oriental Learning	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental Learning	...	...	...	..	...	...	...	...	...
3. Honours in Sanskrit (1)	1	1	...	2	85	1	...	...	86
3. „ „ Arabic...	...	...	...	...	...	...	...	...	...
3. „ „ Persian	...	...	...	...	...	...	...	...	...
3. „ „ Urdu	...	...	...	...	...	...	...	...	...
4. High Proficiency in Sanskrit (1) ...	2	2	44	48	119	9	126	8	262
4. „ „ „ Arabic	...	...	...	...	...	...	...	...	..
4. „ „ „ Persian	...	...	...	...	...	...	...	...	...
4. „ „ „ Urdu	...	...	...	...	...	...	...	...	...
5. Proficiency in Sanskrit (1)	2	5	50	57	35	13	170	6	224
5. „ „ Arabic (2)	1	2	...	3	1	5	...	...	6
5. „ „ Persian	...	...	...	...	...	...	...	...	...
5. „ „ Urdu (3)	14	17	4	35	104	75	20	11	210
COLLEGES FOR PROFESSIONAL TRAINING.									
Law.									
1. Doctor of Law	...	...	...	...	...	...	...	...	...
2. Bachelor of Law	2	6	1	9	44	61	2	...	107
Medicine.									
1. M. D.	...	...	...	...	...	...	...	...	...
2. M. B.	...	...	...	...	...	...	...	...	...
3. L. M. S.	...	...	...	...	...	...	...	...	...
4. First M.B.	...	...	...	..	...	..	...	...	...
4. First L.M.S.	...	...	...	...	...	...	...	...	...
Engineering.					12	...	...	...	12
					2	...	...	...	2
					38	...	...	...	38
					62	...	...	...	62
1. M. C. E. ...					5	...	...	...	5
2. B. C. E. ... Roorkee College Examinations.	1	...	...	1	15	...	...	...	15
3. L. C. E. ...					7	...	...	...	7
4. First L. C. E.					22	...	...	...	22
					1	...	...	...	1
Teaching	1	...	...	1	41	...	...	..	41
Agriculture...	...	...	...	...	...	...	...	...	...

TABLE VI.

the United Provinces during the official year 1903-1904.

Number passed.					Race or creed of passed scholars.								
							Hindus.						
Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Brahmans.	Non-Brahmans.	Muhammadans.	Buddhists	Parsis.	Others.	Remarks.
11	12	13	14	15	16	17	18	19	20	21	22	23	24
8	4	...	4	16	...	2	6	5	3	...	...	...	
4	1	...	...	5	...	...	3	1	1	...	...	...	
2	...	...	....	2	...	...	1	1	...	...	...	...	
1	...	...	...	1	...	...	...	1	...	...	...	...	
48	101	13	4	166	4	5	40	77	39	...	...	1	
13	...	...	...	13	...	...	6	4	3	...	..	...	
...	...	...	...	...	...	...	...	...	...	..	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
54	209	98	3	364	14	6	78	177	83	...	...	6	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
53	...	...	...	53	...	...	53	...	...	...	..	...	(1) Sanskrit College Examinations.
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	(2) Mulla Examination.
...	...	...	...	...	...	...	...	...	...	...	...	...	
42	4	63	4	113	...	...	111	2	...	...	...	...	(3) Special Vernacular Examination.
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
12	9	65	...	86	...	...	82	4	...	...	...	...	
1	3	...	...	4	...	...	...	...	4	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
80	63	17	6	166	...	1	36	87	38	...	...	4	
...	...	...	...	...	...	...	...	...	...	...	...	...	
18	26	...	...	44	...	...	8	20	12	...	1	3	
...	...	..	...	...	...	...	...	...	...	...	...	...	
..	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	..	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
10	...	..	...	10	4	...	1	4	1	...	...	...(4)	(4) Civil Engineer.
2	...	...	...	2	1	...	...	1	...	...	...	...(5)	(5) Electrical do.
36	...	...	...	36	19	...	1	15	1	...	...	...(6)	(6) Upper Subordinate.
62	..	...	...	62	...	...	9	48	5	...	...	...(7)	(7) Lower ditto.
5	...	...	...	5	...	...	1	3	1	...	...	.. (8)	(8) Mechanical Apprentice.
15	...	...	...	15	...	1	1	7	6	...	...	...(9)	(9) Industrial.
7	...	...	...	7	7	...	...	...	...	...	...	...(10)	(10) British Military Survey.
22	...	...	...	22	...	...	1	9	12	...	...	...(11)	(11) Native Military Survey.
1	...	...	...	1	1	...	...	...	...	...	...	...(12)	(12) Salt Department.
40	...	...	...	40	...	1	11	24	4	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	

GENERAL

Return showing the Results of Prescribed Examinations in

Nature of Examination.	Number of institutions sending examinees.				Number of examinees.				
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.
1	2	3	4	5	6	7	8	9	10
Schools for General Education.									
1. Matriculation ... For Boys ...	35	41	7	83	561	606	101	232	1,500
1. Matriculation ... „ Girls ...	...	6	...	6	...	16	...	...	16
2. High School Examination for Europeans. For Boys ...	...	10	4	14	...	85	39	...	124
2. High School Examination for Europeans. „ Girls ...	...	9	2	11	...	51	8	1	60
3. Middle School Examination for Europeans. For Boys ...	...	13	2	15	...	151	38	...	189
3. Middle School Examination for Europeans. „ Girls ...	...	17	2	19	...	91	6	...	97
3*a*. Middle English Examination for Girls ...	...	14	...	14	...	59	...	1	60
4. Middle Vernacular... For Boys ...	298	14	2	314	3,509	95	14	704	4,322
4. Middle Vernacular... „ Girls ...	...	...	...	...	...	...	...	...	...
5. Upper Primary Examination. For Boys ...	1,999	269	14	2,282	1,2085	835	66	759	13,745
5. Upper Primary Examination. „ Girls ...	4	35	5	44	7	215	22	1	245
6. Lower Primary Examination. For Boys ...	...	...	...	...	...	...	...	...	...
6. Lower Primary Examination. „ Girls ...	...	...	...	...	...	...	...	...	...
7. Public Service Certificate Examination. English ...	...	...	...	...	...	...	...	...	...
7. Public Service Certificate Examination. Vernacular ...	...	...	..	...	...	...	...	...	...
Schools for Special Education.									
1. Training School Examination for Masters. Upper ... / Lower ...	4	...	...	4	235	...	...	32	267
2. Training School Examination for Mistresses. Upper ... / Lower ...	1	1	...	2	6	9	...	...	15
3. School of Arts Examination	...	...	...	...	...	...	...	...	...
4. Medical Examination	1	...	...	1	50	...	...	...	50
5. Examination in Engineering	...	...	...	...	...	...	...	...	...
6. Examination in Surveying	...	...	...	...	...	...	...	...	...
7. Industrial School Examination ...	...	...	...	...	...	...	...	...	...
8. Commercial School Examination ...	...	...	...	...	...	...	...	...	...
9. Agricultural School Examination ...	1	...	...	1	29	...	...	..	29
10. Sanskrit Title Examination	...	...	...	...	...	...	...	...	...
11. Madrassa Central Examination ...	...	...	...	...	...	...	...	...	...
12. Other Schools Examination	12	...	...	12	445	...	...	148	593

TABLE VI.

the United Provinces during the official year 1903-1904.—(concluded).

Number passed.					Race or creed of passed scholars.								
Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Remarks.
							Brahmans.	Non-Brahmans.					
11	12	13	14	15	16	17	18	19	20	21	22	23	24
368	343	52	33	796	3	17	189	415	157	1	...	14	
...	10	...	...	10	4	6	...	...	...	...	...	...	
...	60	27	...	87	87	...	...	...	...	...	...	...	
...	43	5	1	49	49	...	...	...	...	...	...	...	
...	92	31	...	123	123	...	...	...	...	...	...	...	
...	59	4	...	63	63	...	...	...	...	...	...	...	
...	28	...	...	28	...	27	...	1	...	...	...	...	
2,739	42	7	276	3,064	...	1	812	1,709	542	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
9,144	478	30	428	10,080	153	15	2,528	5,875	1,506	...	1	2	
5	128	15	1	149	105	37	1	5	1	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
185	...	...	20	205	...	...	100	76	29	...	...	...	
6	9	...	...	15	9	...	...	...	6	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
34	...	...	...	34	...	5	3	20	6	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
25	...	...	...	25	...	...	4	12	9	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
244	...	...	82	326	...	...	39	280	7	...	...	...	

GENERAL

Return showing the Distribution of Local Fund and Municipal Expenditure on Public

Objects of Expenditure.			Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Expenditure of District Boards In institutions managed by: Provincial Revenues.	Expenditure of District Boards In institutions managed by: District Funds.
1			2	3	4	5	6	7
							Rs.	Rs.
COLLEGIATE EDUCATION.	*Arts Colleges.*							
	English	... ...	...	...	...	...	...	...
	Oriental	... ...	...	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.							
	Law	... ...	...	...	...	...	...	...
	Medicine	... ...	...	...	...	...	...	...
	Engineering	... ...	...	...	...	...	...	...
	Teaching	... ...	...	...	...	...	...	...
	Agriculture	... ...	...	...	...	...	...	...
	Total	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL.	*Secondary Schools.*							
	For Boys. High Schools	...	...	...	...	...	...	...
	For Boys. Middle Schools English	...	...	...	...	...	...	...
	For Boys. Middle Schools Vernacular	293	42,069	40,476	31,006	...	...	1,64,625
	For Girls. High Schools	...	...	...	...	...	...	...
	For Girls. Middle Schools English	...	...	...	...	...	...	...
	For Girls. Middle Schools Vernacular	...	...	...	...	...	...	...
	Total	...	**293**	**42,069**	**40,476**	**31,006**	...	**1,64,625**
	Primary Schools.							
	For Boys	... ...	5,167	2,36,000	223,533	174,468	...	7,38,228
	For Girls	... ...	168	4,531	4,175	3,140	...	20,609
	Total	...	**5,335**	**240,531**	**227,708**	**177,608**	..	**7,58,837**
SCHOOL EDUCATION, SPECIAL.	*Schools for Special Instruction.*							
	Training Schools for Masters		...	...	...	...	...	...
	Training Schools for Mistresses.		...	...	...	...	...	...
	Schools of Art	... ...	...	...	...	...	...	...
	Law Schools	... ...	...	...	...	...	...	...
	Medical Schools	... ...	...	...	...	...	...	...
	Engineering and Surveying Schools.		...	...	...	...	...	...
	Technical and Industrial Schools.		...	...	...	...	...	...
	Commercial Schools	...	...	...	...	...	...	...
	Agricultural Schools	...	...	...	...	...	...	...
	Other Schools	... ...	1	76	64	47	...	564
	Total	...	**1**	**76**	**64**	**47**	...	**564**
Inspection		... ...	...	...	...	...	...	...
Scholarships held in—	Arts Colleges	...	...	...	...	...	...	...
	Medical Colleges	...	...	...	...	...	...	...
	Other Professional Colleges.		...	...	...	...	...	...
	Secondary Schools	...	...	...	...	...	...	...
	Primary Schools	...	...	...	...	...	...	...
	Medical Schools	..	...	...	...	...	...	...
	Technical and Industrial Schools.		...	...	...	...	...	...
	Other Special Schools Reformatory		...	...	...	...	...	...
	Other Special Schools Other		...	...	...	...	...	...
Buildings		... ...	...	...	...	...	4,145	2,07,762
Furniture and Apparatus (Special Grants only).			...	...	...	...	...	13,999
Miscellaneous		... ...	...	...	...	...	...	...
	Total	...	...	...	...	...	**4,145**	**2,21,761**
	Grand Total	...	**5,629**	**282,676**	**268,248**	**208,661**	**4,145**	**11,45,787**

TABLE VII.

Instruction in the United Provinces for the official year 1903-1904.

on Public Instruction.

District Boards.					In institutions managed by—			Total District Fund expenditure on Public Instruction.
Municipal grant.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or Associations.	
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	760	...	...	760
...	...	...	...	...	...	...	60	60
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	**760**	...	**60**	**820**
...	...	...	...	...	1,28,024	2,281	52,699	1,83,004
...	...	...	...	...	13,576	1,084	13,771	28,431
10,812	77,559	340	686	2,54,022	3,740	...	2,454	1,70,819
...	...	...	...	...	...	...	4,229	4,229
...	...	...	...	...	...	...	10,288	10,288
...	...	...	...	...	...	...	120	120
10,812	**77,559**	**340**	**686**	**2,54,022**	**1,45,340**	**3,365**	**83,561**	**3,96,891**
1,578	54,169	3,178	763	7,97,916	3,855	...	1,17,578	8,59,661
624	...	...	...	21,233	2,466	108	17,610	40,793
2,202	**54,169**	**3,178**	**763**	**8,19,149**	**6,321**	**108**	**1,35,188**	**9,00,454**
...	...	...	...	...	62,785	...	...	62,785
...	...	...	...	...	7,777	...	196	7,973
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	2,580	2,580
...	...	...	...	...	...	...	...	...
...	...	...	...	...	1,773	...	...	1,773
...	2	...	675	1,241	12,915	...	780	14,259
...	**2**	...	**675**	**1,241**	**85,250**	...	**3,556**	**89,370**
...	...	...	...	...	...	...	...	1,93,636
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	20,713
...	...	...	...	...	...	...	...	24
...	...	...	...	...	...	...	...	5,458
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	220
13	...	405	...	2,12,325	31,329	...	...	2,39,091
...	...	...	...	13,999	2,737	...	125	16,861
...	...	...	...	...	...	...	...	55,459
13	...	**405**	...	**2,26,324**	**34,066**	...	**125**	**5,31,462**
13,027	1,31,730	3,923	2,124	13,00,736	2,71,737	3,473	2,22,490	19,18,997

GENERAL

Return showing the Distribution of Local Fund and Municipal Expenditure on Public

Objects of Expenditure.			Expenditure of Municipal In institutions managed				
			Number of institutions.	Number of scholars on the rolls, on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Revenues.
1			17	18	19	20	21
	Arts Colleges.						Rs.
Collegiate Education.	English	... ...	...	...	...	...	...
	Oriental	... ...	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.						
	Law	... ...	...	...	...	...	...
	Medicine	... ...	...	..	...	...	...
	Engineering	. ..	...	...	...	...	...
	Teaching	... ...	...	...	...	...	...
	Agriculture	... ..	...	...	...	...	...
	Total	...	...	...	...	...	...
	Secondary Schools.						
School Education, General.	For Boys. High Schools	...	1	166	150	119	...
	For Boys. Middle Schools English	...	13	1,148	1,046	830	156
	For Boys. Middle Schools Vernacular	.	6	1,032	1,018	763	...
	For Girls. High Schools	...	...	...	...	...	...
	For Girls. Middle Schools English	...	..	...	...	...	...
	For Girls. Middle Schools Vernacular	...	...	...	..	...	...
	Total	...	20	2,346	2,214	1,712	156
	Primary Schools.						
	For Boys	... ...	153	7,491	7,815	6,294	...
	For Girls	... ...	44	1,241	1,354	1,021	...
	Total	..	197	8,732	9,169	7,315	...
	Schools for Special Instruction.						
School Education, Special.	Training Schools for Masters	..	...	...	...	...	..
	Training Schools for Mistresses	...	...	...	...	...	...
	Schools of Art	... ...	...	...	...	...	...
	Law Schools	... ...	...	...	...	...	...
	Medical Schools	... ...	...	...	...	...	...
	Engineering and Surveying Schools		...	...	...	...	...
	Technical and Industrial Schools...		...	...	...	...	...
	Commercial Schools ...	...	...	...	..	...	...
	Agricultural Schools	...	...	...	...	...	.
	Other Schools	... ...	...	...	...	...	...
	Total	...	...	...	..	...	...
Inspection	... ...	...	...	...	...	...	...
Scholarships held in—	Arts Colleges ..	...	...	...	...	...	...
	Medical Colleges	...	...	...	...	...	...
	Other Professional Colleges		...	...	...	...	...
	Secondary Schools	...	...	...	...	...	...
	Primary Schools	..	...	...	...	...	...
	Medical Schools	...	...	...	...	...	...
	Technical and Industrial Schools.		...	...	...	..	...
	Other Special Schools. Reformatory	...	...	...	...	...	...
	Other Special Schools. Other	...	...	...	...	...	...
Buildings	... ..	..	...	...	...	...	...
Furniture and Apparatus (Special Grants only).			...	...	...	...	...
Miscellaneous	... ...	...	...	...	...	...	...
	Total	...	...	...	...	...	...
	Grand Total	...	217	11,078	11,383	9,027	156

TABLE VII.

Instruction in the United Provinces for the official year 1903-1904—(concluded).

Boards on Public Instruction.									
by Municipal Boards.					In institutions managed by—			Total Municipal expenditure on Public Instruction.	Total expenditure of Local Fund and Municipal Boards on Public Instruction.
Municipal Funds.	District Funds.	Fees.	Endowments and other sources.	Total.	The Government.	District Boards.	Private persons or Associations.		
22	23	24	25	26	27	28	29	30	31
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	130	...	5,960	6,090	6,850
...	...	...	...	...	...	...	...	...	60
...	...	...	...	...	...	...	...	..	...
...	...	...	...	...	...	...	...	...	...
...	..	..	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	..
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	130	...	5,960	6,090	6,910
555	2,281	1,939	...	4,775	11,682	...	15,535	27,772	2,10,776
11,815	1,084	9,286	10	22,351	3,970	...	11,127	26,912	55,343
4,831	...	1,622	...	6,453	...	10,812	840	16,483	1,87,302
...	...	...	...	...	...	...	360	360	4,589
..	...	...	...	..	...	...	911	911	11,199
...	...	...	...	...	...	...	...	...	120
17,201	3,365	12,847	10	33,579	15,652	10,812	28,773	72,438	4,69,329
27,717	...	2,464	...	3,0181	1,085	1,578	17,609	47,989	9,07,650
7,181	108	...	...	7,289	220	624	5,350	13,375	54,168
34,898	108	2,464	...	37,470	1,305	2,202	22,959	61,364	9,61,818
...	...	...	...	...	...	...	...	...	62,785
...	...	...	...	...	...	...	...	...	7,973
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	120	120	2,700
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	1,773
...	...	...	...	...	...	...	...	...	14,259
...	...	...	...	...	...	...	120	120	89,490
...	...	...	...	...	..	...	...	94	1,93,730
...	...	...	...	...	...	...	...	832	832
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	2,385	23,098
...	...	...	...	...	...	...	...	305	329
...	...	...	...	...	...	...	...	...	5,458
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	220
1,882	...	...	...	1,882	648	13	1,153	3,696	2,42,787
84	...	...	...	84	...	...	179	263	17,124
...	...	...	...	...	...	...	...	3,485	58,944
1,966	...	...	...	1,966	648	13	1,332	11,060	5,42,522
54,065	3,473	15,311	10	73,015	17,735	13,027	59,144	1,51,072	20,70,069

GENERAL TABLE VIII.

Return showing the attendance and expenditure in Hostels or Boarding-houses for the official year 1903-1904.

Class of Hostels or Boardinghouses.	Number of—		Number of Boarders who are students of—					Expenditure from—				
	Hostels or Boarding houses.	Boarders.	Arts colleges.	Colleges for Professional Training.	Secondary schools.	Primary schools.	Special schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions and endowments.	Fees.	Total expenditure.
1	2	3	4	5	6	7	8	9	10	11	12	13
For Males.								Rs.	Rs.	Rs.	Rs.	Rs.
1. Managed by Government.	46	1,742	102	116	855	103	566	5,147	11,034	5,155	5,225	26,561
2. Managed by Local or Municipal Boards.	208	3,341	...	...	3,120	221	...	...	10,519	...	2,717	13,236
3. Aided by Government or by Local or Municipal Boards.	19	1,623	68	15	787	738	15	10,569	200	4,507	58,848	74,124
4. Unaided ...	55	2,079	587	42	979	453	18	10,000	...	55,898	73,026	1,38,924
Total ...	**328**	**8,785**	**757**	**173**	**5,741**	**1,515**	**599**	**25,716**	**21,753**	**65,560**	**1,39,816**	**2,52,845**
For Females.												
1. Managed by Government.	1	22	...	...	...	1	21	...	1,284	...	...	1,284
2. Aided by Government or by Local or Municipal Boards.	17	*1,082	21	9	485	551	5	4,811	1,272	9,468	67,658	83,209
3. Unaided ...	24	1,827	18	...	843	954	12	...	...	55,988	31,986	87,974
Total ...	**42**	**2,931**	**39**	**9**	**1,328**	**1,506**	**38**	**4,811**	**2,556**	**65,456**	**99,644**	**1,72,467**
Grand Total ...	**370**	**11,716**	**796**	**182**	**7,069**	**3,021**	**637**	**30,527**	**24,309**	**1,31,016**	**2,39,460**	**4,25,312**

*11 infants and blind.

GENERAL TABLE III.

Return of Colleges, Schools and Scholars in the United Provinces for the official year 1903-1904.

(For Europeans and Eurasians.)

Class of institutions.	Public Institutions. Under Private Management. Aided by Government or by District or Municipal Boards. Number of institutions.	Number of scholars on the rolls on 31st March	Average number on the rolls monthly during the year.	Average daily attendance.	Unaided. Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand total of public institutions.	Grand total of scholars on 31st of March.	Number of scholars on the 31st of March learning— English.	A classical language.	A vernacular language.	Classification of scholars on the 31st of March according to race or creed. Europeans and Eurasians.	Native Christians.	Hindus. Brahmans.	Hindus. Non-Brahmans.	Muhammadans.	Buddhists.	Parsis.	Others.	Number of girls in boys' schools.	Number of boys in girls' schools.
1.	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Arts Colleges.																							
COLLEGIATE EDUCATION. English	...	...	...	...	9	78	87	83	9	78	78	33	44	78	...	...	..	...	...	...	...	...	...
Total ...	...	...	...	...	**9**	**78**	**87**	**83**	**9**	**78**	**78**	**33**	**44**	**78**	...	...	..	...	...	...	...	...	..
Secondary Schools.																							
SCHOOL EDUCATION, GENERAL — For Boys, English — High ...	11	1,396	1,425	1,359	3	262	240	238	14	1,658	1,658	447	1,170	1,638	3	6	...	7	1	2	1	179	...
For Boys, English — Middle ...	3	352	345	312	1	14	22	19	4	366	366	22	208	339	...	6	12	...	...	9	...	59	...
For Girls, English — High ...	12	1,009	1,115	1,003	3	175	272	145	15	1,184	1,184	399	418	1,168	4	...	...	2	4	6	...	...	145
For Girls, English — Middle ...	5	265	255	235	...	...	...	...	5	265	265	...	73	263	...	...	.	..	...	2	...	...	75
Total ...	**31**	**3,022**	**3,140**	**2,909**	**7**	**451**	**534**	**402**	**38**	**3,473**	**3,473**	**868**	**1,869**	**3,408**	**7**	**12**	**12**	**9**	**5**	**19**	**1**	**238**	**220**
Primary Schools.																							
For Boys	8	250	231	199	1	85	97	89	9	335	335	...	79	334	1	..	...	...	...	...	...	155	...
For Girls	9	411	391	317	2	31	29	25	11	442	442	...	116	425	4	...	1	1	...	7	4	...	186
Total ...	**17**	**661**	**622**	**516**	**3**	**116**	**126**	**114**	**20**	**777**	**777**	**...**	**195**	**759**	**5**	...	**1**	**1**	..	**7**	**4**	**155**	**186**
Schools for Special Instruction.																							
SCHOOL EDUCATION, SPECIAL — Training Schools for Masters ...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Training Schools for Mistresses.	1	6	8	8	...	...	..	...	1	6	6	...	...	6	...	...	...	...	..	...	...	..	...
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	..	...	...	..	...	...
Other Schools	1	42	38	34	...	...	..	...	1	42	42	...	...	41	...	...	...	...	...	1	...	...	...
Total ...	**2**	**48**	**46**	**42**	...	...	...	...	**2**	**48**	**48**	...	...	**47**	...	...	...	...	...	1	..	...	...
Total of Colleges and Schools of Public Instruction.	**50**	**3,731**	**3,808**	**3,467**	**19**	**645**	**747**	**599**	**69**	**4,376**	**4,376**	**901**	**2,108**	**4,292**	**12**	**12**	**13**	**10**	**5**	**27**	**5**	**393**	**406**

GENERAL

Return of Expenditure on Public Instruction in the

(For Europeans

Objects of Expenditure.	Public						
	Under Privat						
	Aided by Government or by District or Municipal Boards.						
	Provincial Revenues.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.
1	2	3	4	5	6	7	8
COLLEGIATE EDUCATION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.							
English	...	...	...	...	...	...	8,128
Total ...	...	...	...	...	..	...	**8,128**
Secondary Schools.							
SCHOOL EDUCATION, GENERAL. For Boys, English. High ...	41,223	570	70,017	7,517	33,771	1,53,098	17,423
SCHOOL EDUCATION, GENERAL. For Boys, English. Middle ...	7,953	1,680	6,068	208	3,026	18,935	1,208
SCHOOL EDUCATION, GENERAL. For Girls, English. High ...	36,238	360	62,860	2,824	30,717	1,32,999	36,360
SCHOOL EDUCATION, GENERAL. For Girls, English. Middle ...	5,625	340	10,365	5,459	8,093	29,882	...
Total ...	**91,039**	**2,950**	**1,49,310**	**16,008**	**75,607**	**3,34,914**	**54,991**
Primary Schools.							
SCHOOL EDUCATION, GENERAL. For Boys	3,777	360	4,518	625	5,670	14,950	...
SCHOOL EDUCATION, GENERAL. For Girls	6,720	559	4,532	1,214	4,116	17,141	272
Total ...	**10,497**	**919**	**9,050**	**1,839**	**9,786**	**32,091**	**272**
Schools for Special Instruction.							
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Training Schools for Mistresses.	3,060	...	1,520	...	190	4,770	...
SCHOOL EDUCATION, SPECIAL. Schools of Art	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Technical and Industrial Schools.	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Other Schools	928	...	235	..	...	1,163	...
Total ...	**3,988**	...	**1,755**	...	**190**	**5,933**	...
Buildings	21,120	...	3,383	3,500	700	28,703	2,440
Furniture and Apparatus (Special Grants only.)	3,604	...	5,578	...	666	9,848	500
Total ...	**24,724**	...	**8,961**	**3,500**	**1,366**	**38,551**	**2,940**
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN— Arts Colleges	...	...	...	..	..	...	...
SCHOLARSHIPS HELD IN— Professional Colleges ...	..	...	...	...	...	...	...
SCHOLARSHIPS HELD IN— Secondary Schools ...	..	...	...	...	...	...	...
SCHOLARSHIPS HELD IN— Primary Schools ...	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN— Technical and Industrial Schools.	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN— Other Special Schools ...	...	...	...	...	...	...	..
Miscellaneous	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.	**1,30,248**	**3,869**	**1,69,076**	**21,347**	**86,949**	**4,11,489**	**66,331**

TABLE IV.

United Provinces for the official year 1903-1904.

and Eurasians.)

Institutions. / Management. / Unaided.		Total Expenditure from—					
					All other sources.		Grand Total.
Endowments and other sources.	Total.	Provincial Revenues.	Municipal Funds.	Fees.	Private.	Public.	
9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.
9,243	17,371	...	...	8,128	9,243	...	17,371
9,243	**17,371**	...	...	**8,128**	**9,243**	...	**17,371**
17,839	35,262	41,223	570	87,440	59,127	...	1,88,360
...	1,208	7,953	1,680	7,276	2,666	568	20,143
...	36,360	36,238	360	99,220	29,131	4,410	1,69,359
...	...	5,625	340	10,365	13,166	386	29,882
17,839	**72,830**	**91,039**	**2,950**	**2,04,301**	**1,04,090**	**5,364**	**4,07,744**
...	...	3,777	360	4,518	2,940	3,355	14,950
543	815	6,720	559	4,804	3,150	2,723	17,956
543	**815**	**10,497**	**919**	**9,322**	**6,090**	**6,078**	**32,906**
...	...	...	...	...	...	...	...
...	...	3,060	...	1,520	...	190	4,770
...	...	...		...	...	...	...
...	...	...	...	...	...	...	...
...	...	928	...	235	...	...	1,163
...	...	**3,988**	..	**1,755**	...	**190**	**5,933**
...	2,440	21,120	...	5,823	4,200	...	31,143
...	500	3,604	...	6,078	666	...	10,348
...	**2,940**	**24,724**	...	**11,901**	**4,866**	...	**41,491**
...	...	...	...	...	...	...	...
...	...	930	...	...	...	...	930
...	...	...	...	...	...	...	...
...	..	2,301	...	...	171	...	2,472
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	800	...	...	...	...	800
...	...	26,110	200	1,69,957	32,375	...	2,28,642
...	...	**30,141**	**200**	**1,69,957**	**32,546**	...	**2,32,844**
27,625	**93,956**	**1,60,389**	**4,069**	**4,05,364**	**1,56,835**	**11,632**	**7,38 289**

GENERAL TABLE V.

Return of the Stages of Instruction of Pupils in Public Schools for General Education in the United Provinces at the end of the official year 1903-1904.

(For Europeans and Eurasians.)

Class of schools	Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary stage but have not passed beyond the Lower Secondary (Middle Stage).			Upper Primary Stage. Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Lower Primary Stage. Comprising all pupils who have not passed beyond the Lower Primary Stage.						Total.		
												Reading Printed Books.			Not reading Printed Books.					
			1			2			3			4			5					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—																				
For Boys { Aided, English	14	1,748	162	15	177	530	83	613	470	75	545	326	65	391	22	...	22	1,510	238	1,748
For Boys { Unaided, English	4	276	62	...	62	106	..	106	94	...	94	14	...	14	...	...	...	276	...	276
Total ...	**18**	**2,024**	**224**	**15**	**39**	**636**	**83**	**719**	**564**	**75**	**639**	**340**	**65**	**405**	**22**	**...**	**22**	**1,786**	**238**	**2,024**
For Girls { Aided, English	17	1,274	...	78	78	9	343	352	51	356	407	113	265	378	23	36	59	196	1,078	1,274
For Girls { Unaided, English	3	175	...	7	7	3	57	60	7	28	35	13	46	59	1	13	14	24	151	175
Total ...	**20**	**1,449**	**...**	**85**	**85**	**12**	**400**	**412**	**58**	**384**	**442**	**126**	**311**	**437**	**24**	**49**	**73**	**220**	**1,229**	**1,449**
Total, Secondary Schools.	**38**	**3,473**	**224**	**100**	**324**	**648**	**483**	**1,131**	**622**	**459**	**1,081**	**466**	**376**	**842**	**46**	**49**	**95**	**2,006**	**1,467**	**3,473**
Primary Schools.																				
For Boys { Aided ...	8	250	...	...	...	..	...	...	30	28	58	94	81	175	7	10	17	131	119	250
For Boys { Unaided ...	1	85	...	...	...	..	...	...	9	11	20	28	20	48	12	5	17	49	36	85
Total ...	**9**	**335**	**...**	**..**	**...**	**...**	**...**	**...**	**39**	**39**	**78**	**122**	**101**	**223**	**19**	**15**	**34**	**180**	**155**	**335**
For Girls { Aided ...	9	411	...	...	...	...	...	...	35	75	110	115	127	242	23	36	59	173	238	411
For Girls { Unaided ...	2	31	...	...	...	...	...	...	9	9	18	4	9	13	...	...	...	13	18	31
Total ...	**11**	**442**	**...**	**...**	**...**	**...**	**...**	**...**	**44**	**84**	**128**	**119**	**136**	**255**	**23**	**36**	**59**	**186**	**256**	**442**
Total, Primary Schools	**20**	**777**	**...**	**...**	**...**	**...**	**...**	**...**	**83**	**123**	**206**	**241**	**237**	**478**	**42**	**51**	**93**	**366**	**411**	**777**
GRAND TOTAL ...	**58**	**4,250**	**224**	**100**	**324**	**648**	**483**	**1,131**	**705**	**582**	**1,287**	**707**	**613**	**1,320**	**88**	**100**	**188**	**2,372**	**1,878**	**4,250**

APPENDICES.

PROVINCIAL TABLE A.—*Showing the number of scholars and percentage under instruction in each district for the year ending 31st March 1904.*

District.	Population.			Number of scholars.			Percentage of male scholars to male population of school-going age.	Percentage of female scholars to female population of school-going age.	Percentage of total scholars to total population of school-going age.
	Male.	Female.	Total.	Male.	Female.	Total.			
1	2	3	4	5	6	7	8	9	10
Muttra ...	409,030	354,069	763,099	10,134	570	10,704	16·52	1·07	9·35
Agra	568,822	491,706	1,060,528	14,703	1,591	16,294	17·23	2·16	10·24
Farrukhabad ...	500,897	424,915	925,812	9,195	692	9,887	12·24	1·09	7.12
Mainpuri ...	451,356	378,001	829,357	5,748	252	6,000	8·49	·44	4·82
Etáwah ...	437,913	368,885	806,798	7,501	308	7,809	11·42	·56	6·45
Etah	466,787	397,161	863,948	8,193	679	8,872	11·70	1·14	6·85
Total ...	**2,834,805**	**2,414,737**	**5,249,542**	**55,474**	**4,092**	**59,566**	**13·05**	**1·13**	**7·51**
Dehra Dún ...	102,826	75,369	178,195	3,541	804	4,345	22·96	7·11	16·26
Saháranpur ...	560,843	484,387	1,045,230	13,218	1,239	14,457	15·71	1·71	9·22
Muzaffarnagar ...	469,243	407,945	877,188	12,800	399	13,199	18·19	·65	10·03
Meerut ...	820,563	719,612	1,540,175	18,159	777	18,936	14·75	·72	8·20
Bulandshahr ...	599,108	538,993	1,138,101	14,558	216	14,774	16·20	·27	8·65
Aligarh ...	634,872	565,950	1,200,822	16,724	807	17,531	17·56	·95	9·73
Total ...	**3,187,455**	**2,792,256**	**5,979,711**	**79,000**	**4,242**	**83,242**	**16·52**	**1·01**	**9·28**
Bareilly ...	585,304	504,813	1,090,117	11,629	1,099	12,728	13·25	1·45	7·78
Bijnor ...	406,697	373,254	779 951	12,127	1,037	13,164	19·88	1·85	11·25
Budaun ...	553,120	472,633	1,025,753	8,865	921	9,786	10·68	1·30	6·36
Moradabad ...	631,224	560,769	1,191,993	13,059	1,132	14,191	13·79	1·35	7·94
Sháhjahánpur ...	494,910	426,616	921,535	8,991	531	9,522	12·11	·83	6·89
Pilibhít ...	249,615	220,724	470,339	4,878	284	5,162	13·03	·86	7·32
Total ...	**2,920,879**	**2,558,809**	**5,479,688**	**59,549**	**5,004**	**64 553**	**13 59**	**1 30**	**7·85**
Cawnpore ..	673,932	584,936	1,258,868	15,146	754	15,900	14·98	·86	8·42
Fatehpur ...	349,381	337,010	686,391	8,366	212	8,578	15 96	·42	8·33
Bánda ...	317,599	313,459	631,058	6,453	205	6,658	13·55	·44	7·03
Hamírpur ...	230,204	228,338	458,542	5,508	229	5,737	15·95	·67	8·34
Allahabad ...	747,425	746,330	1,493,755	12,185	950	13,135	10·87	·85	5·86
Jhánsi ...	315,297	301,462	616,759	6,725	344	7,069	14·22	·76	7·64
Jalaun ...	206,277	193,449	399,726	5,774	280	6,054	18·67	·96	10·09
Total ...	**2,840,115**	**2,704,984**	**5,545,099**	**60,157**	**2,974**	**63.131**	**14·12**	**·73**	**7·59**
Benares ...	445,047	437,037	882,084	13,541	2,196	15,737	20·28	3·35	11·89
Mirzapur ...	530,075	552,355	1,082,430	8,887	343	9,230	11·18	·41	5·68
Jaunpur ...	589,828	613,092	1,202,920	10,507	214	10,721	11·88	·23	5·94
Gházipur ...	444,735	469,083	913,818	10,834	453	11,287	16·24	·64	8·23
Ballia ...	473,969	513,799	987,768	7,770	3	7,773	10·93	...	5·25
Total ...	**2,483,654**	**2,585,366**	**5,069,020**	**51,539**	**3,209**	**54,748**	**13·83**	**·83**	**7·02**
Gorakhpur ...	1,470,469	1,486,605	2,957,074	18,162	615	18,777	8·23	·28	4·23
Basti	935,556	910,597	1,846,153	16,664	435	17,099	11·87	·32	6·17
Azamgarh ...	757,314	772,471	1,529,785	15,614	292	15,906	13·75	·25	6·93
Total ...	**3,163,339**	**3,169,673**	**6,333,012**	**50,440**	**1,342**	**51,782**	**10·63**	**·28**	**5·45**
Naini Tál ...	172,970	138,267	311,237	3,136	359	3,495	12·09	1·73	7·49
Almora ...	236,751	229,142	465,893	7,660	503	8,163	21·57	1·46	11·68
Garhwál ...	211,588	218,312	429,900	4,754	76	4,830	14·98	·23	7·49
Total ...	**6,21,309**	**5,85,721**	**1,207,030**	**15,550**	**938**	**16,488**	**16·69**	**1·07**	**9·11**
Lucknow ...	414,949	378,292	793,241	8,363	1,375	9,738	13·44	2·42	8·18
Unao	499,015	477,624	976.639	8,778	59	8,837	11·73	·08	6·03
Rae Bareli ...	510,090	523,671	1,033,761	9,369	81	9,450	12·24	·10	6·09
Sítapur ...	619,837	555,636	1,175,473	8,816	491	9,307	9·48	·59	5·28
Hardoi ...	582,533	510 301	1,092,834	8,486	505	8,991	9·71	·66	5·48
Kheri ...	478,629	426,509	905,138	5,672	189	5,861	7·90	·30	4·32
Total ...	**31,05,053**	**2,872,033**	**5,977,086**	**49 484**	**2,700**	**52,184**	**10·62**	**·63**	**5·82**
Fyzabad ...	605,403	599,564	12,04,967	12,318	460	12,778	13·56	·51	7·07
Gonda ...	714,204	688,991	14,03,195	9,600	263	9,863	8·96	·25	4·69
Bahraich ...	544,416	506,931	10,51,347	6,977	130	7,107	8·54	·17	4·51
Sultánpur ...	534,932	548,972	10,83,904	8,940	123	9,063	11·14	·15	5·57
Partábgarh ...	446,182	466,666	9,12,848	8,344	67	8,411	12·47	·10	6·14
Bara Banki ...	603,967	575,356	11,79,323	9,462	504	9,966	10·44	·58	5·63
Total ...	**3,449,104**	**3,386,480**	**6,835,584**	**55.641**	**1,547**	**57,188**	**10 75**	**·30**	**5·58**
GRAND TOTAL ...	24 616,942	23,074.840	47,691,782	476 834	26.048	5 02,882	12·91	·75	7·03
GRAND TOTAL FOR PREVIOUS YEAR.	24,616,942	23,074,840	47,691,782	471,244	21,887	4,93,131	12·76	·63	6·89

PROVINCIAL TABLE B.—*Giving particulars of Vernacular Primary Schools for Boys for the year ending 31st March 1904.*

District.	Number of schools.							Number of scholars.							Expenditure on schools.	
	Under public management.		Under private management.					Under public management.		Under private management.						
			Aided.		Unaided					Aided.		Unaided.				
	Upper.	Lower.	Upper.	Lower.	Upper.	Lower.	Total.	Upper.	Lower.	Upper.	Lower.	Upper.	Lower.	Total.	Under public management.	Aided.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Muttra ...	49	52	27	46	...	...	174	813	4,740	122	2,082	...	...	7,757	20,398	5,678
Agra ...	42	107	21	40	...	6	216	858	6,668	136	1,760	...	275	9,697	25,316	7,954
Farrukhabad ...	42	83	30	48	...	...	203	797	5,155	164	1,969	...	...	8,085	21,364	6,469
Mainpuri ...	22	94	...	27	...	...	143	287	3,718	...	613	...	..	4,618	16,980	1,058
Etáwah ...	28	74	28	22	...	..	152	567	4,066	149	1,164	...	...	5,946	20,185	5,438
Etah... ...	36	85	14	48	...	23	206	539	3,940	166	1,502	...	370	6,517	20,510	4,181
Total ...	219	495	120	231	...	29	1,094	3,861	28,287	737	9,090	...	645	42,620	1,24,773	30,778
Dehra Dún ...	20	19	4	10	...	...	53	219	1,305	32	494	...	...	2,050	5,682	1,440
Saháranpur ...	34	71	3	54	...	...	162	466	3,239	23	1,766	...	...	5,494	17,581	2,914
Muzaffarnagar ...	58	43	15	64	...	1	181	547	3,216	63	2,127	...	22	5,975	14,561	3,152
Meerut ...	97	53	25	68	...	...	243	1,010	6,040	103	2,474	...	...	9,627	22,638	4,015
Bulandshahr ...	85	21	30	31	...	2	169	1,070	4,521	185	1,885	...	57	7,718	18,721	3,140
Aligarh ...	87	55	19	37	1	..	199	1,090	5,287	101	1,527	5	28	8,038	22,743	2,743
Total ...	381	262	96	264	1	3	1,007	4,402	23,608	507	10,273	5	107	38,902	1,01,926	17,404
Bareilly ...	54	60	3	38	...	...	155	579	4,723	39	957	...	...	6,298	20,816	1,734
Bijnor ...	34	61	6	75	...	..	176	552	3,653	53	2,794	...	...	7,052	14,031	4,186
Budaun ...	58	77	3	12	...	...	150	571	4,451	10	361	...	...	5,393	20,787	820
Moradabad ...	45	81	6	31	...	...	163	604	4,535	23	1,685	...	...	6,847	21,358	1,910
Sháhjahánpur ...	27	76	...	45	...	...	148	508	4,431	...	1,447	...	...	6,386	15,644	3,007
Pilibhít ...	31	50	2	14	...	...	97	291	2,703	7	397	...	...	3,398	12,246	536
Total ...	249	405	20	215	..	..	889	3,105	24,496	132	7,641	...	...	35,374	104,882	12,193
Cawnpore ...	57	92	...	77	...	...	226	780	6,520	...	2,390	..	...	9,690	25,634	4,054
Fatehpur ...	24	82	1	54	...	...	161	323	3,859	3	1,522	...	...	5,707	15,497	2,737
Bánda ...	35	100	1	28	..	...	164	426	4,450	38	859	...	...	5,773	21,230	1,640
Hamírpur ...	26	70	1	24	..	...	121	420	3,754	3	599	..	...	4,776	16,004	2.113
Allahabad ...	28	95	1	70	...	...	194	325	4,569	3	1,773	...	...	6,670	22,281	2,853
Jhánsi ...	29	103	2	28	...	1	163	440	4,314	10	949	...	25	5,738	21,983	2,641
Jalaun ...	24	60	7	39	...	...	130	370	3,156	28	1,066	...	...	4,620	12,472	2,542
Total ...	223	602	13	320	...	1	1,159	3,084	30,622	85	9,158	...	25	42.974	1,35,101	18,580
Benares ...	80	30	11	45	..	...	166	770	6,230	26	1,998	...	...	9,024	17,476	2,528
Mirzápur ...	21	82	...	58	2	3	166	302	4,144	...	1,812	50	130	6,438	16,424	6,387
Jaunpur ...	36	90	1	58	...	...	185	581	5,433	6	1,792	...	...	7,812	18,405	3,912
Gházipur ...	40	53	1	79	...	...	173	832	5,138	9	2,928	...	..	8,907	14,564	3,983
Ballia... ...	45	53	14	21	...	...	133	644	4,318	84	1,275	...	...	6,321	16,545	2,104
Total ...	222	308	27	261	2	3	823	3,129	25,263	125	9,805	50	130	38,502	83,414	18,914
Gorakhpur ...	78	79	22	116	...	..	295	1,221	8,273	160	4,785	...	...	14,439	22,583	7,531
Basti... ...	45	81	77	77	...		280	790	7,844	362	5,756	...	...	14,752	20,033	7,063
Azamgarh ...	58	63	32	97	...	...	250	1,132	7,617	139	4 288	...	...	13,176	19,341	5,049
Total ...	181	223	131	290	...	.	825	3,143	23,734	661	14,829	...	..	42,367	61,957	19,643
Naini Tál ...	19	55	...	12	1	...	87	130	1,646	...	269	2	23	2,070	9,230	631
Garhwál ...	20	78	3	13	...	...	114	1,351	2,479	121	344	...	...	4,295	13,075	1,742
Almora ...	58	43	19	33	2	5	160	675	3,990	150	1,775	8	175	6,773	16,138	7,434
Total ...	97	176	22	58	3	5	361	2,156	8,115	271	2,388	10	198	13,138	38,443	9,807
Lucknow ...	22	68	2	3	2	...	97	301	2,864	6	128	17	98	3,414	13,701	661
Unao	42	76	2	47	...	...	167	687	4,800	13	1,192	...	...	6,692	17,322	2,138
Rae Bareli ...	63	40	24	52	1	3	183	960	4,239	132	2,259	2	130	7,722	17,149	4,916
Sitapur ...	71	105	1	16	...	2	195	821	5,985	11	543	...	58	7,418	26,998	1,019
Hardoi ...	34	107	1	20	...	...	162	402	4,985	6	506	...	...	5,899	19,403	983
Kheri ...	38	42	7	63	...	4	154	396	2,874	15	1,600	..	61	4,946	17,672	4,011
Total ...	270	438	37	201	3	9	958	3,567	25,747	183	6,228	19	347	36,091	1,12,245	13,728
Fyzabad ...	52	41	6	82	...	...	181	855	5,560	84	3,224	...	...	9,723	18,482	3,598
Gonda ...	61	72	11	21	...	4	169	690	6,094	59	1,140	...	158	8,141	19,381	1,986
Bahraich ...	33	55	8	59	...	...	155	412	3,537	24	1,776	...	...	5,749	13,513	4,156
Sultánpur ...	41	69	4	48	..	1	163	724	5,317	15	1,590	...	26	7,672	16,522	2,985
Partábgarh ...	41	56	20	39	7	4	167	517	4,467	135	1,910	35	326	7,390	15,573	5,280
Bara Banki ...	56	60	6	24	2	10	158	733	5,174	41	939	10	342	7,239	20,095	2,191
Total ...	284	353	55	273	9	19	993	3,931	30,149	358	10,579	45	852	45,914	1,03,566	20,196
GRAND TOTAL 1903-04	2,126	3,262	521	2,113	18	69	8,109	30,378	2,20,021	3,059	79,991	129	2,304	3,35,882	8,66,367	1,61,243
GRAND TOTAL 1902-03	2,258	3,312	535	2,027	26	37	8,195	37,566	2,34,837	3,437	80,203	234	1,798	3,58,075	8,78,644	1,47,376

ORDERS OF GOVERNMENT.

No. $\frac{798}{XV-\frac{48}{12\text{-}3}}$ OF 1904.

RESOLUTION.

EDUCATIONAL DEPARTMENT.

Dated Allahabad, the 30th November 1904.

READ—

The general report on public instruction in the United Provinces for the year ending 31st March 1904, submitted by the Director of public instruction.

OBSERVATIONS.—The advancement of instruction in this province, as remarked in the government resolution on the report for 1902-3, is mainly a matter of expenditure. The report for 1902-3 showed an increase of expenditure amounting to Rs. 5,27,000—thanks to the liberal grant of 5 lakhs made by the Government of India. The report for the year 1903-4 shows a further increase in expenditure of Rs. 1,10,000, of which Rs. 20,000 came from municipal funds.

2. In paragraphs 2, 38, and 46 of the report it is complained that in certain cases progress has been arrested because the allotments for education in the district board budgets have been cut down. The complaints refer chiefly to the action taken on the budgets of 1904-5, i. e. to a period outside the scope of the report. They appear to have been made without much thought and repeated without much examination. In sending up their budgets for 1904-5 the boards provided for an expenditure of from 1½ or 2 lakhs in excess of that of 1903-4. Funds not being available to meet this further increase, the Director was requested to select the most urgent demands. He reported that an additional allotment of Rs. 47,000 was required by the boards to meet the expenditure to which they were committed. All this and some Rs. 13,000 more was sanctioned, the bulk of the enhanced expenditure having to be met by increased contributions from provincial revenues. On the information before it, which apparently was incomplete, the Government treated the boards with liberality.

3. The district board budgets of 1904-5 and, so far as they have been received, of 1905-6 show great laxity in system. What happens apparently is this :—boards find themselves with funds in hand halfway through the year ; they sink all those funds in recurring expenditure for the remaining half-year, and budget for twice the amount in the following year. Obviously the Government cannot keep pace with demands of this kind when already, without them, expenditure on education is increasing at a rate far more rapid than the rate of expansion in provincial revenues. Instructions will be issued in the Local Self-Government department with a view to secure more business-like methods in budgeting for district board educational expenditure.

4. The following table compares the examination results of the year with those of the year preceding :—

Examination.	*Candidates.*		Variation.	*Passed.*		Variation.
	1902-3.	1903-4.		1902-3.	1903-4.	
M.A. and D.Sc. ...	42	48	+6	20	24	+4
B.A.	192	251	+59	126	166	+40
B.Sc.	11	18	+7	7	13	+6
Intermediate ...	558	586	+28	227	364	+137
Entrance	1,069	1,178	+109	534	595	+61
School final ...	370	338	—32	226	211	—15
Vernacular final ...	3,887	4,322	+435	2,090	3,064	+974
Primary	17,116	13,990	—3,126	11,694	10,229	—1,465

No explanation is offered of the falling off in the number of candidates for the primary examination, which may to some extent be the result of plague or the *in situ* examinations or alterations in the rules as to promotion in anglo-vernacular schools. It is understood that boys who pass the promotion examination to class V in anglo-vernacular schools are, as directed, shown as having passed the primary examination. The primary certificate, however, has no value in use, and the examination is a leaving examination for only a few scholars. On the whole, the results of the year appear to have been satisfactory so far as examinations go.

5. The two great objects on which attention is now being, and for long must be, concentrated are the improvement of the teaching staff and the introduction of a new and more efficient system of inspection. Much is being done on either account.

6. The usefulness of the training college for english-knowing teachers is generally recognized. New buildings have recently been erected and thoroughly equipped. There are now five large normal schools, which are turning out numbers of trained teachers for vernacular schools. By degrees trained teachers will become available for anglo-vernacular schools and vernacular secondary and upper primary schools. What is now required is a cheap and simple system of training for teachers in lower primary vernacular schools. The number of such teachers is so great that any regular normal school course for them is quite beyond the financial resources of the Government; nor—vide paragraphs 14 and 15 *infra*—is an elaborate system of training necessary at present for the objects in view. The period of training must be short, and the student teachers must not be sent far from their homes. The Lieutenant Governor would be glad to consider any proposals of the Director to this

end. It ought to be possible to secure some real improvement at a small cost.

7. The Lieutenant Governor is glad to read that the quality of the work done by the subordinate inspecting staff is improving. He is inclined, however, to doubt whether the dethronement of examinations has so far achieved much more than the substitution of oral and impromptu for written and set examinations. It seems to him that changed conditions require some re-adjustment of methods of inspection in all ranks.

8. His Honour intends to ask sanction to the appointment of three more inspectors. The circles would then be reduced to a more manageable size, and it should be possible to introduce changes in the character of inspection. This appears at present to be devoted too much to the examination of individual scholars and too little to general testing and guidance of the system of teaching and management. In this connexion the following extract from Mr. Sargant's interesting report on the Transvaal and Orange River Colony deserves thoughtful consideration :—

> Articles * * * define the relations of the inspector and the head teacher. All my experience leads me to believe that in the organization of education there is nothing more difficult of adjustment, or more necessary to define clearly, than the amount of authority which should be entrusted respectively to these two functionaries. An inefficient principal of a school must have his inefficiency exposed without mercy. But the inspector will do incalculable harm if he seek to revise the plans and results of a good principal in detail, and without sufficient knowledge of the special conditions of the school under examination. Accordingly an inspector should never proceed to the individual examination of scholars unless there is a strong presumption (1) that the methods of instruction are wrong, (2) that the classification of the school is faulty, or (3) that there is an absence of brightness and activity of mind among the scholars. In ordinary circumstances the promotion of the children from one class to another should be left entirely to the principal teacher and his assistants. By all means let the inspector call together the whole staff of the school and point out to individual teachers their deficiencies, tempering his remarks with allusions to points on which a favourable judgement can be passed. Let him indicate to the principal, when the other teachers are gone, methods by which the latter's authority may be strengthened or his general aim raised. But to attempt to revise the judgement of an earnest and successful head teacher as to whether a pupil's work throughout the year does or does not entitle him to be raised a class, and to do this on the result of a few minutes' examination, lays the inspector open to a great deal of just criticism, and even to contempt on the part of his subordinates. * * * I have dwelt thus strongly upon the articles in question, because for six years the effect of regulations of a contrary nature in England was my constant study. It became clear to me that the mechanical character of the teaching in most elementary schools in the "eighties" was directly traceable to undue interference of the inspectorate in the details of school work, and particularly to the system which removed out of the hands of the head teachers the individual examination of scholars. * * * Among the younger generation of school administrators, who have not witnessed the evils from which we have escaped, there are those who turn their eyes longingly towards the older and more bureaucratic methods of inspection. Let them take warning. * * *

While recognizing that the present state of the teaching staff in this province is an obstacle to the application of these principles in their

entirety, the Lieutenant Governor has no doubt whatever that the principles are right and true and should be adopted, so far as practicable, in the new code, and steadily extended as the teachers improve. The form of inspection note would seem, in any case, to need revision. Experience in other departments shows that stereotyped inspection forms parcelled into headings and paragraphs make for mechanical inspection. It should be possible to guide inexperienced officers by printing at the head of the form notes of the points which ordinarily require attention, without burdening experienced officers with a series of questions and answers.

9. What is wanted above all things is to make the inspector a strong original force, controlled within limits, which need not be uniform, by the Director, putting heart into teachers and managers, encouraging them by sympathetic advice, making them take a pride in their work, and so raising the dignity of the teaching profession.

10. The position and functions of assistant inspectors must now be considered. The increase in the number of themselves, as well of the deputy and sub-deputy inspectors, and the abolition of centre examinations, have materially affected the place of assistant inspectors in the educational organization, and some adjustment of their functions would seem necessary. Although they cannot be expected to supervise the inspections of the subordinate staff in detail, they can do valuable work in seeing that the inspections are of the right kind. For some time to come their efforts, outside secondary vernacular schools, should perhaps primarily be devoted to training the subordinate staff in the new methods and ideas of inspection. Indeed, it is a matter for consideration whether, when the number of inspectors is increased, it would not be better to place some of the assistant inspectors in charge of important districts instead of divisions as at present.

11. The position of the subordinate staff has been much improved by allowing district boards to contribute for pensions to it and by some modification in the rules as to appointment and promotion. The quality of the staff is no doubt improving, but some years will elapse before it is equal to the increasing demands upon it. It is not an easy matter to change from a system of testing exclusively by examination results to a system of testing by general efficiency. It will take some time to get rid of the idea that the recent reforms have begun and ended with the substitution of *in situ* for central examinations. The Director will no doubt issue such instructions as may be necessary to explain the objects of the recent change in policy, so that primary schools may be judged in future by the general management and system of teaching, the atmosphere of intelligence in the school, the respect in which the teacher is held, the regularity in attendance and discipline, and so on, and not merely or chiefly by the results of a necessarily hurried examination of individual scholars, and suggest necessary changes in the form of inspection note. This change in the character of inspection demands considerable attainments in the inspecting officer, and it is a question whether the present system of attaching sub-deputy inspectors to normal schools for a short period affords sufficient training.

12. The new system is no doubt open to abuses, and one safeguard, which the Director notices in paragraph 50, viz. the absence of discretion in the award of grants-in-aid to vernacular primary schools, will have to be withdrawn as these grant-in-aid rules are breaking down for want of elasticity: but the old system was not free from abuses, and the greater interest which the district officers and members of district boards may be expected to take in future in vernacular primary education should have the best results. It would seem necessary, however, wherever this is not already done, to keep at head quarters a continuous record showing the results of inspections by all officers as they affect the repute of the different teachers, so that there may be something to refer to when questions of promotion, &c., come up for discussion at head quarters.

13. It is satisfactory that, in spite of the widespread prevalence of plague, the number of scholars receiving primary instruction showed a further increase of nearly 7,000 during the year. The policy of Government, as stated in reviewing the report for 1902-3, in regard to the encouragement of aided lower primary schools in rural tracts was started only at the end of the year. The Lieutenant Governor hopes that the report for the current year will show results, though the full advantages of the policy are not likely perhaps to be felt until the financial relations of the boards to Government are put upon a more or less permanent basis, and the boards are thereby given a direct incentive to economy. There are also, it appears, preliminary difficulties to be overcome, viz. (1) incomplete appreciation of the policy, (2) unsuitable rules for grants-in-aid, (3) unsuitable and rigid curriculum, and (4) competition by board schools.

14. The policy of Government may be briefly stated as follows. The rural population is showing signs of a desire for a more extended system of lower primary instruction, of a very simple character. The Government has not the funds fully to meet that growing desire. The aided school system affords a cheap, and for the time an efficient enough, means of meeting it. A teacher settled in a village with a subsidy from Government, but relying largely on fees in cash and kind, has every incentive to make primary instruction popular, and to establish his position as a personage in the village. Ordinarily he will be the sub-postmaster. His chief function is to teach little village boys to read and to write and to do simple sums in arithmetic. When education is more generally diffused, further developments may be required. For the present more than this is not necessary, nor can it be provided. Clever boys who aim at further education will soon find their way to the upper primary board schools, which should be thoroughly efficient, and should be relieved of the overcrowding which the Director notices.

15. The essential thing is that the system should be simple and cheap, and that the aided lower primary schools should be aided schools in something more than name. At present the tendency is to turn the schools into a sort of inferior board school, with the result, in several instances, that zamindars and others have withdrawn their support from an institution which the boards have taken over in everything but name. Proposals to make building and furniture grants point the same way.

It cannot be too clearly understood that what the Government and the people want at present is not more buildings so much as more teachers. The boards have more than they can do to provide proper school buildings for the upper primary schools for which they are required. For the greater part of the year village life during school hours is spent outside the village buildings.

16. In other respects the rules, which date from a time when the inspecting staff was weaker than it now is, require revision. In many cases they have operated to reduce enrolment, while their inelasticity has led to strange anomalies. If educational arrangements are properly organized, and there is a demand for primary instruction, the people will contribute materially to the support of the teachers by gifts at festivals, on the occasions of ceremonies, and at harvest time according to the custom of the country. It has been suggested that aid should take the form of quarterly grants which would not be looked upon as pay.

17. Although the aided schools are not required to adopt the curriculum of the board schools, they almost invariably do so. It is a matter for consideration whether a special curriculum of a simple and elastic character should not be devised.

18. In paragraph 6 of the review of the report for 1902-3 the Government noted the effect on aided schools of the low fees charged by board schools. The Director has shown that the figures which were used to support this contention were misleading, and he advances figures which suggest the contrary conclusion. These figures, for board schools, however, include the fees for town schools, while the figures for aided schools do not of course include fees in kind or presents, of which no record is available. The Director also expressly states that in some districts no fees at all are charged in board schools, either throughout the school or in the lowest classes, and that fee-charging aided schools would appear to have not much opening in such districts. It is necessary for the proper working of a system of grants-in-aid to have the facts beyond dispute, and instructions for a special enquiry into the matter will be separately issued.

19. The Lieutenant Governor is glad to be able to record that some of the Director's criticisms of the existing state of things are already in a way to be removed. The teaching of english in the lower primary classes of anglo-vernacular schools has been prohibited. Proposals for the increase of the staff of the Muir Central College have been settled. And plans for law class lecture rooms at the Muir Central College are being prepared. The Lieutenant Governor believes that parents fully recognize the need for boarding houses in secondary schools, both anglo-vernacular and vernacular, and in colleges; and that they are willing to co-operate with the Government in providing this most necessary improvement.

20. There has been an increase, relatively considerable, in the number of girls receiving education. But, as stated last year, the high castes show no readiness to send their daughters to school, though there is some demand for peripatetic governesses. A special committee will be appointed shortly to consider what further measures for the encouragement

of female education among the educated classes are practicable. His Honour has read with much pleasure the account of the good work done by the Kanya Patshala at Dehra Dún, and the Commissioner will be asked what is being done about a building site for it.

21. The progress in physical training is in every way satisfactory. The Lieutenant Governor hopes that district boards will take an interest in organizing tournaments for vernacular schools. The practice of appointing peripatetic gymnastic instructors where the teachers are not competent to conduct physical instruction is in every way commendable. The Director reports that the permission to open classes for religious instruction out of school hours has not been taken advantage of. Parents generally seem to prefer that their children should receive religious instruction at home.

22. These are the principal points which call for the comments of the Government. An interesting record of the year's working will be found in Mr. Lewis's report, with whose appreciative remarks on the good work done by individuals and institutions the Lieutenant Governor desires to associate himself. As already indicated, some further overhauling of the machinery is necessary in order that it may be equal to the demands that are about to be made on it. The Lieutenant Governor has indicated above the general policy of the Government which he wishes, after it has been criticized and discussed with the Director, to incorporate, so far as may be practicable for the time, in the final issue of the Code. His Honour will have the advantage of discussing the whole question of the educational needs of the province with Mr. Orange, the Director General of education, who is now touring in this province, and he is confident that, with the able assistance of Mr. Lewis, who has now proceeded on a short holiday, well earned by much hard work, it will be possible to introduce fresh life and vigour into the educational system.

ORDER.—Ordered that a copy of this resolution be forwarded to the Director of Public Instruction, United Provinces, for information.

Ordered also that this resolution be published in the *United Provinces Government Gazette* for general information.

By order &c.,

S. H. BUTLER,

Secy. to Govt., United Provinces.

GENERAL REPORT

ON

PUBLIC INSTRUCTION

IN THE

UNITED PROVINCES OF AGRA AND OUDH.

FOR THE YEAR ENDING 31ST MARCH 1905.

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ALLAHABAD:
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1905.

[*The maximum limit of pages fixed for this report is 40.*]

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ERRATA.

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Page.	Detail.
i.	Table of contents, against para. 25, *for* 16 *read* 15.
„	„ „ para. 27, *for* 17 *read* 16.
26.	Para. 50, 3rd line, *for* toward *read* towards.
1A.	In column 10, against institutions for females, *insert* 1.
„	Column 15, against institutions (for males) to number of towns and villages, *for* 12 68 *read* 12·68.
„	„ „ male scholars to male population of school-going age, *for* 12 91 *read* 12·91.
26A.	In the heading "Under private management," *for* privat *read* private.

GENERAL REPORT

ON

PUBLIC INSTRUCTION

IN THE

UNITED PROVINCES

For the Year 1904-1905.

CHAPTER I.

PRELIMINARY.

IT has been my custom to set in the forefront of my report a brief recital of developments in the strategy and tactics of the educational campaign of the year, with fitting apologies on my own part or on behalf of Government for new departures. Happily the material for this story of improvements, initiated or effected, never fails. The province may be backward, but it moves. Some of the reforms enumerated in my last report have only come into operation, or begun to put forth their first-fruits during the year which is the subject of my present report; but I need not allude to them again in this place.

As a sequel, however, to the discontinuance of the individual examination of scholars as a prescribed part of a school inspection—except in class IV of vernacular schools, *i.e.*, at the end of the upper primary course—promotion from class to class in all schools, vernacular and English, has been made over to headmasters, subject only to confirmation by the inspecting officer. It is hoped that eventually even the check thus exercised will become, as a rule, nearly nominal; but that time is not yet, though schools that uniformly achieve excellent results might even now be accorded in practice the greater freedom they have fairly won. This extension of the principle of self-government to each school should leave a schoolmaster free to devote himself to the good of his school without fear and trembling, while the inspector will come as a friend and guide rather than as the dreaded monarch of all he surveys. The greater trust thus reposed in schoolmasters should tend to raise the tone among this body of public servants, and should serve to attract to it a greater number of men of superior merit. But very much greater progress than this has been made towards the ultimate improvement of the *personnel* of the department, both in the teaching and the inspecting branches, as well as towards the more generous reward of valuable work done by those already in the service. In the first place, pensions have been again conceded to deputy and sub-deputy inspectors of schools serving in their several districts, and also to the

headmasters of district-board English schools ; moreover, since the end of the year, means have been found to extend the same favour to all assistant masters in those schools. This is a welcome restoration of a privilege of which teachers and inspectors in District Boards' service were bereft by an order of Government in the year 1885. Efforts have been made from time to time to undo the mistake which, it has long been felt, was then made, till at last the obstacles in the way of this great reform have been removed by the orders of a Government which has for some years been watching for the right moment for action; and Time gives his hour-glass its due, if not over-due, reversal. But, before this, District Boards were authorised to establish provident funds for the benefit of all teachers, English or vernacular, in receipt of salaries of not less than Rs. 10 a month, the teacher's contribution being fixed at one anna in the rupee of his monthly pay, or 6¼ per cent., and a supplement of one-half of that amount being added by the Board. Another step in the direction of greater liberality towards the junior ranks of the teaching profession has been taken, since the year ended, by a certain amount of regrading of assistant English teachers, based on the raising of their minimum salary to Rs. 25 per mensem in all State schools. The cost of this step, which it is hoped is but an earnest of better things to follow, will amount to over Rs. 12,000 per annum. These various measures taken together constitute the greatest advance that has taken place in the history of English education in the province ; they are well calculated to promote efficiency, and to stimulate the department to a fresh start and on a distinctly higher level. Things ought not to be allowed to go on as imperfectly as before. Higher qualifications should be at once insisted upon when new teachers are appointed. We can henceforth dispense altogether with incompetent "middle passed" or "middle failed" youths, who do more harm than good to the hundreds of unfortunate boys who in succession come under them for their first lessons in English. The fees paid by the scholars will now secure for them, as is just, an education more worth paying for. Nor has vernacular education been overlooked, though, here too, much still remains to be done: the Boards have been put in funds to enable them to pay higher salaries to teachers in vernacular schools.

This is not all. It is not enough to offer the attraction of better terms to men of superior education to enter the department. It is necessary that such men should have all the advantage that can be derived from special training for the work to which they are going to set their hands, and in this respect there is a step forward to chronicle. The Training College for English teachers at Allahabad has been enlarged and the teaching accommodation greatly improved ; while, in order that the ardour of the students might not be damped by pecuniary cares, deputed teachers under training have been treated with the utmost reasonable liberality in the matter of allowances. For vernacular teachers a fine new normal school has been opened at Gorakhpur, the schools at Agra, Moradabad and Lucknow have been enlarged, and five other normal schools have been sanctioned and are to be charged to the six lakh grant, thus bringing the number of these institutions up to ten. Moreover, we are now starting a training class in each district for lower primary teachers, with a short course limited to one year. It is to be remembered that more than two-thirds of the vernacular primary schools in the province are lower primary, and that funds are not available to provide the full normal school training for all the teachers employed in these. If it is not unnecessary, it is at any rate less necessary to demand so high a general education, or to insist on so long a training, for these very elementary teachers as for those in upper primary and secondary departments. Hence the experiment of opening these classes for the training of lower primary teachers seems justified, and it is likely to be of great service in strengthening the foundations of popular education. But we have not stopped here. It is impossible either to bring to a training class, or to displace, the thousands of untrained teachers who are now employed in village schools. To meet their case we have adopted a scheme to hold teachers' meetings annually at several centres in each district under a trained deputy or sub-deputy inspector of schools, each meeting to be attended by not more than fifteen teachers from the neighbourhood, with the object of acquainting them with approved methods of teaching, and of giving them practical illustrations, with criticisms of lessons, and the reading of papers on professional and general subjects. These meetings last ten days, which is however found to be too short a

session. Sometimes the Chairman of the District Board gives the encouragement of his presence. The success that has attended the scheme under the management of capable inspecting officers has been notable, and much valuable work has been done; with a little more experience still better results may be anticipated. We have here discovered the means of giving the village schoolmaster a little more culture than his neighbours, and of making him generally a better informed person. Again, in order to rouse greater interest in the regular daily work of village schools, and to bring them under the watchful care of some one other than the deputy inspector, whose visits are necessarily few and far between, the districts have been sub-divided into small circles, each of which is in the special charge of a member of the Board; and steps have been taken to form village committees, not as yet generally of much practical value, but such as may develop in time into useful auxiliaries to the cause of education.

The need of drawing to the inspecting branch of the service men of capacity and character has been recognized by a regrading of the whole body of deputy and sub-deputy inspectors on a substantially higher scale of pay. Though this measure was not ready for notification before the end of the year under review, it was accepted as an essential element of the plans for bettering the position and prospects of those who enter the Educational Department, and it is therefore mentioned here to complete the story. The annual cost of the revision of this important side of the service amounts to Rs. 26,040.

The inspecting staff is not only being improved in quality by the more liberal treatment granted to it, it is also being gradually strengthened by additions to its roll; the new appointments during the year have numbered one more inspector in the provincial service, three assistant inspectors and five sub-deputy inspectors for district work. Proposals for a further increase to be completed in the course of five years have received the sanction of Government.

All the above measures have been rendered possible only by the new special grants which have been made available to meet their charges. For the improvement of primary education the province has received six lakhs a year out of the thirty-five lakhs given to the whole of India. For secondary education money has been found from another grant given to enable District Boards to discharge their duties more fully.

It remains to mention the provisional issue of an educational code containing standing orders on all matters connected with educational work. The need of such a compilation has long been felt, but, until the appointment of an Assistant Director of Public Instruction was sanctioned, this was one of many tasks that it was impossible to carry through. The services of Mr. de la Fosse in completing this useful piece of work have merited and received the acknowledgments of Government.

This slight sketch of the activities of the year may be accepted as proof that the department of Government which is concerned with education displays all the signs of vigorous life, and that its energies are directed with hearty good-will to the service of the people.

2. While scrutinizing the progress of education in the province year after year, and endeavouring to discover and make good its deficiencies, I have felt it my duty to invite the attention of Government again and again to what has struck me as the prime cause of all shortcomings; the root of the evil unquestionably is the utter inadequacy of the educational allotments and their smallness in comparison with the sums spent on the same objects in other parts of India. My remarks have not passed quite without observation; there has indeed been a considerable increase of expenditure from public sources provided during the last few years. My proposition, expressed in general terms, is no longer regarded as matter for controversy. But one thing is clear, and that is that the true state of affairs is not yet fully grasped. I have made a calculation of the amount of public money of all kinds—provincial, local, and municipal—spent per thousand of the population under each Local Government or Administration in India. For the sake of adopting a uniform basis of comparison, the figures are taken from the returns published in the various

provincial reports last year; but, in order to bring my presentment of the case still more up to date, I have added the provincial shares of the 35-lakh grant which has since been found for primary education. I have excluded native state expenditure on native state population from the problem, limiting it thus strictly to British provinces. The diversity exhibited by the figures is remarkable. Of all the large divisions of India the United Provinces remain the least favoured, receiving only Rs. 80 per thousand of the population for expenditure on education. At the other end of the scale stands Bombay, which finds Rs. 245 per thousand of the population for the same purpose.

It seems doubtful whether differences of this magnitude, if they are to be permanently maintained, are altogether justifiable; at any rate, it is scarcely reasonable to expect education to be spread so widely, or, if as widely spread, to be so efficient in a province with a small public expenditure as in another which spends more than three times the amount in proportion to the population. To remove the inequality, and to raise the United Provinces up to the Bombay standard of liberality, we need to increase our public expenditure on education from 38 lakhs (the amount shown in my last report with our share of the 35-lakh grant added) to 117 lakhs, *i.e.*, we ought to come in for a further provision of nearly 80 lakhs a year on the supposition that progressive Bombay stands still; but, allowing for the inevitable expansion there, it would seem that measures are called for to spend in these provinces before very long not less than a crore of rupees annually in addition to the present outlay. If these figures are true, it will not do to put them aside because they are startling. It will be necessary to consider them, to become familiar with them, to acknowledge their irresistible logic, to take action to redress any existing inequitable inequalities that may have to be admitted when every possible allowance has been made for circumstances that may justly be held to modify the case. But the plea which I advance is not limited to the United Provinces; it is similarly valid throughout nearly the whole of India. To bring Bengal up to the Bombay scale of expenditure, that large province would absorb more than an additional 120 lakhs a year. In fact Bengal and the United Provinces between them would need two crores of rupees. To grade the rest of India up to the same level would take another crore of rupees. Three crores a year are thus wanted to give to the youth of different parts of the Indian Empire opportunities equal to those enjoyed by Bombay. These figures may be still more startling, but they may be not the less true. If, leaving out these two provinces, which between them account for more than half the population of British India, we consider the other six provinces, *viz.*, Bombay, Madras, the Punjab, Burma, the Central Provinces with Berar, and Assam, their average expenditure from public sources is found to be Rs. 145 per thousand inhabitants. Even if they cannot at once be brought abreast with Bombay, the two largest provinces of India, Bengal with 74,745,000 inhabitants, and the United Provinces with 47,692,000, might be allowed to hope for special assistance to bring them into line with the average of the rest of India. But even this would come to nearly 48 lakhs for Bengal, and to more than 31 lakhs for the United Provinces, beyond the present allotments. The annually recurring surplus to which we are becoming accustomed in the Indian budgets gives hope that in the course of time it may be quite possible to grant these contributions from that source without additional taxation, wherever the Local Governments have, against their will, to plead *non possumus* to the reasonable demands of the people whose welfare is in their charge; indeed the claims of education to a large share of the surplus have already been admitted by the Government of India in a very practical way. There is therefore good reason to hope that means will be at hand to right anything that may be found wrong in the distribution of educational expenditure. If the money were made available at once in the United Provinces it could be advantageously used—to begin with largely on non-recurring charges, until the recurring charges are gradually incurred. But if this cannot be, it may at least be permitted to hope that some large addition, amounting to several lakhs every year, will be made to the educational grants; and that the claims of this somewhat neglected, and for that reason backward, province, in so far as they are found to be just, may receive special consideration and exceptional favour in all future distributions made by the Government of India. The acknowledged educational needs of India cannot be said

to be satisfactorily met so long as the excessive deficiencies of the province which stands second of all the provinces of the Indian Empire in size and population remain unnoticed and unremedied. With the full additional funds which the figures indicate as the proper provincial share it would be as possible to bring free elementary education within the range of practical politics here as in Bombay, where that measure is being seriously discussed; or as in some other parts of India, where it has already been adopted for large classes of the population. In addition to the better teachers and inspecting officers which recent measures are meant to secure, it is also of the utmost importance to keep an open door for scholars to go in at; and that is merely a matter of expenditure, for the people are already convinced of the value of the gifts offered to them by the Educational Department, and they are crying out for more.

Classes of institutions.	1904-1905.		
	Institutions.	Scholars on the 31st March.	Average number on the rolls.
PUBLIC INSTITUTIONS.			
University Education.			
Arts Colleges ... For men	25	2,470	2,371
Arts Colleges ... For women	6	44	43
Professional Colleges	10	936	951
School Education, General.			
Secondary schools for boys ... English	186	27,893	27,502
Secondary schools for boys ... Vernacular	320	43,273	42,999
Ditto for girls ... English	41	3,361	3,460
Ditto for girls ... Vernacular	1	51	50
Primary schools for boys	8,219	3,35,552	3,26,728
Ditto for girls	536	16,742	16,156
Technical and Industrial Education.			
Training schools for masters	5	536	542
Ditto for mistresses	3	44	41
Other Special Schools.	66	3,145	3,051
Total, Public Institutions for 1904-1905 ...	9,418	4,34,047	4,23,894
Total, Public Institutions for 1903-1904 ...	9,253	4,28,864	4,09,677
PRIVATE INSTITUTIONS.			
Advanced Schools, Teaching:—			
Arabic or Persian (for boys)	575	8,408	...
Ditto (for girls)	...	...	...
Sanskrit (for boys)	329	6,179	...
Ditto (for girls)	...	...	...
Elementary Schools, Teaching:—			
A Vernacular only or mainly ... for boys	2,346	34,094	...
A Vernacular only or mainly ... „ girls	114	2,066	...
The Qoran ... for boys	1,210	13,921	...
The Qoran ... „ girls	128	1,010	...
Other schools not conforming to Departmental standards.	91	2,664	...
Total, private institutions for 1904-1905 ...	4,793	68,342	...
Total, private institutions for 1903-1904 ...	5,456	74,018	...
GRAND TOTAL for 1904-1905 ...	14,211	5,02,389	...
Ditto for 1903-1904 ...	14,709	5,02,882	...

CHAPTER II.

General Summary.

3. The tabular statement on the preceding page, on being compared with that of last year, shows an increase of 165 public institutions and a decrease of 663 private institutions. Three more arts colleges are returned. Two secondary English schools for boys have disappeared from the list, but there are two added for girls. The number of public primary schools for boys is 149 more than in the previous year, and for girls 5 more. In the case of private institutions the loss occurs among elementary vernacular and Qoran schools; but even here there is a rise in the number of girls' schools.

The number of scholars in public institutions exhibits a satisfactory increase of 5,183; but in private institutions there is a drop of 5,676, leaving a nett loss of 493. This is a nominal decrease for which the always unreliable returns of private institutions are responsible, and in amount it is less than the probable error of those returns. The growth of public institutions and their popularity are healthy signs of progress, particularly in a year when the plague has been more general throughout the province and more severe than in any previous year, compelling the Boards to close schools for months at a time, and taking toll of teachers and scholars. But for the check thus experienced it is practically certain that there would have been fair progress in the total number of scholars returned.

The percentage of children under instruction to those of school age is 7·02; for boys it is 12·91 and for girls ·75. *Vide* General Tables I and III.

The number of Brahman scholars has increased by 3,454, but the number of non-Brahman scholars shows a decline of 4,793. There is a noticeable increase of 475 scholars among Native Christians, as compared with the decrease of 84 scholars reported last year. The Muhammadans have made an advance by 282 scholars.

4. *Expenditure.*—There is an increase of Rs. 2,32,045 in the provincial and local expenditure on education, and of Rs. 15,010 on the municipal account. The charges from these sources come to Rs. 34,64,371, of which Rs. 32,98,289 is provincial or local. If the charges met from all other sources be added, we obtain as the grand total of expenditure Rs. 57,30,323, or about Rs. 5,16,000 more than in the year before. The direct expenditure on colleges has increased by Rs. 45,886, towards which public and municipal funds contribute Rs. 14,013. On schools for general education the increase is Rs. 1,63,591, the share derived from all public sources being Rs. 69,749. The cost of inspection has risen from Rs. 3,30,044 to Rs. 3,57,292; and there has been a considerably greater outlay on buildings and apparatus, the figures having mounted from under 6 lakhs to Rs. 8,37,388, Rs. 6,16,704 of this being paid out of public and municipal funds. *Vide* General Table IV.

Results of Examinations.

		1904-1905.	1903-1904.
M. A. and D. Sc.	Candidates	25	48
	Passed	16	24
B. A.	Candidates	268	251
	Passed	161	166
B. Sc.	Candidates	22	18
	Passed	11	13
Intermediate Examination	Candidates	612	586
	Passed	272	364
Entrance	Candidates	1,484	1,178
	Passed	869	595
School Final	Candidates	540	338
	Passed	389	211
Vernacular Final	Candidates	4,087	4,322
	Passed	2,724	3,064
Primary	Candidates	16,619	13,990
	Passed	12,164	10,229

5. The results of the various examinations are tabulated above. The increase at the primary is due to the inclusion of the results of the school examination of class IV in English schools, to which the attention of circle inspectors had been specially invited, as they were omitted last year. There was unfortunately a decline at the Vernacular Final, for which the prevalence of plague must be to some indefinite extent, perhaps altogether, accountable, although notwithstanding the epidemic the numbers at the Entrance and School Final show a satisfactory increase. The results of the higher examinations, which were postponed to a season of the year when the severity of the plague always abates, were not published until the middle of September; by which time this portion of my report was in the press. The figures have, however, been inserted, though they have been received too late for comment.

CHAPTER III.

Controlling Agencies.

6. During the year I was absent from the province for about eight weeks as a member of the committee of Directors on European schools, and Mr. de la Fosse, Assistant Director of Public Instruction, was placed for this time in charge of the current duties of my office in addition to his own. He also officiated as Director when I proceeded to Europe on three months' privilege leave, from the 24th November 1904.

7. The number of inspection circles was increased from five to six from the beginning of the year. The new inspectorship is a provincial service appointment on Rs. 600 per mensem, and it was conferred on the senior head master, Mr. F. G. Housden, M.A. This change involved a general modification of the various circles and a reduction of the number of districts in each, whereby the work of the inspectors has been appreciably lightened and rendered more manageable.

Other changes in the charge of the circles were occasioned by the retirement of Mr. H. O. Budden and the consequent transfer of Mr. Murray to the sixth circle, including the European schools. Mr. J. G. Jennings succeeded Mr. Murray as inspector of the first circle after a brief interval, during which Mr. F. J. Moss officiated in the vacancy.

In mentioning Mr. Budden's retirement from the service, after he had been connected with it for a period of about 32 years, it is fitting to put on record that he has uniformly exercised a wholesome influence on those who have been brought into contact with him, and that many pupils, subordinates and others who have been acquainted with him as an educational officer remember him with feelings of the highest esteem.

8. Three additional assistant inspectorships were created during the year, two being in connexion with the formation of a sixth circle, and the third being for the more efficient control of the hill division of Kumaun.

During the year Sheikh Ibad-ul-lah, assistant inspector, retired after nearly 34 years' faithful service. Munshi Sakhawat Husain, B.A., was appointed in his place. Rai Bahadur Gaindan Lal was on leave at the end of the year, preparatory to his retirement from the service, which event has since taken place. He was a member of the Educational Department for 30 years, during which time he did much useful service, and showed himself to be a man of capacity and high character, whereby he won the special recognition of Government, which selected him for the title of honour which he enjoys.

There is no change to report among the inspectresses of schools, who are employed to visit girls' schools and to endeavour to rouse a wider interest in female education.

Mention should here be made of an increase in the subordinate inspecting staff. Five additional sub-deputy inspectorships were created, and assigned to the districts of Gonda, Muttra, Sháhjahánpur, Fatehpur and Almora, where the work was beyond the powers of the previously existing staff.

I have to thank the Government for strengthening my office, not only by sanctioning four additional clerks, but also by a revision of the salaries in order to obtain and retain the services of competent men. This improvement has been effected at a cost of Rs. 6,750 per annum. The clerical establishment of the inspectors' and assistant inspectors' offices was similarly granted more favourable treatment at an additional charge of Rs. 1,890 per annum. By these measures the working power of the Department has been proportionately improved.

CHAPTER IV.

COLLEGIATE EDUCATION.

9. *The working of the University.*—The Indian Universities Act, 1904, came into operation within the territorial limits of the Allahabad University on the 1st October 1904. Definite areas had been assigned to each University as the field of its labour and influence by proclamation of the Governor-General in Council on the 20th August 1904. The population which is thus served by each University is approximately as follows:—Calcutta, 95 millions; Allahabad, 82 millions; Madras (including Ceylon), 63 millions; the Punjab, 31 millions; Bombay, 27 millions; out of a total (with Ceylon) of 298 millions. If then University needs bear some relation to the numbers of the population concerned, as should be the case if the inhabitants of one province are as ready for and as deserving of higher education as those of another, it would appear that the University of Allahabad is fairly entitled to a share amounting to about two-sevenths of any grant set aside for the promotion of University education. Accordingly of the first annual distribution of the special 5-lakh grant for this purpose, Rs. 1,33,000 was allotted to the Government of the United Provinces to be disbursed for the benefit of the Allahabad University and the Colleges affiliated to it in the province; this allotment was a recognition of the importance of many schemes for improvement which had taken definite shape, but could not be realized without additional funds. The Allahabad University ranks by population as the second in India, and with a continuance of the liberal treatment now accorded to it by Government, it holds within itself the promise of worthily occupying a prominent place among the Universities of the land.

The new Senate, consisting of 60 Fellows nominated by the Chancellor and 15 elected by the old Senate, by the newly nominated Fellows, and by the Faculties, in addition to the *ex-officio* Fellows under the Act, was declared to be constituted in accordance with the provisions of the Act on the 12th November 1904. The first meeting of the Senate was held on the 14th January 1905. A provisional Syndicate was elected, and provisional Faculties of Arts, Science and Law were constituted. New regulations, which had been drafted by a special sub-committee, were considered by the Senate at the meeting held on the 12th April 1905, and three following days. They have now been sanctioned and gazetted by Government.

The Hislop and Morris Colleges at Nagpur, the Canadian Mission College, Indore, and the Holkar College, Indore, which were formerly attached to the Calcutta University, were granted affiliation to the Allahabad University, to which they are transferred by proclamation of the Governor General in Council. In addition, the Central Hindu College, Benares, already affiliated to the B.A. standard, was further affiliated for the purposes of the B.Sc. examination.

The Allahabad Christian College, already affiliated to the Intermediate standard, has been recommended for further affiliation up to the B.A. and B.Sc. standards. The Jaipur Mahárája's College, now affiliated to the M.A. standard, has been recommended for further affiliation to the B.Sc. standard.

The proposal to add a clerical-commercial course for the School Final examination was withdrawn. The Faculty of Engineering, which existed in name only, and had no voice in the courses of study of the only Engineering College in the province, which was only nominally affiliated to the University, has been abolished.

University examinations.—The Intermediate and Degree examinations were postponed until the rainy season in the latter half of July, owing to the general prevalence of plague in a severer form than during past years. The results were not published until September, and can therefore be only briefly summarized. At the D.Sc. examinations there were 7 candidates at the first, and 5 candidates at the second. The numbers successful at the two stages, respectively, were 6 and 3. Of those who passed 2 appeared in Mathematics, one in Physics and 6 in Chemistry. At the M.A. examination 11 candidates obtained the degree, *viz.*, 5 in English, one in Persian, 3 in Sanskrit, one in Philosophy and one in History. At the B.A. examination 329 candidates entered, and 201 passed. At the B Sc. 12 out of 24 were successful.

At the Intermediate examination 322 candidates passed out of the 741 who sent up their names. The Entrance examination was postponed till the month of May; 1,903 candidates were registered and 1,124 passed. For the School Final there were 637 candidates, of whom 457 passed. The Special Vernacular examination is increasing in popularity owing to its meeting a practical want.

The frequent changes in the dates of the examinations, made in the endeavour to accommodate them to the circumstances imposed by the widespread prevalence of the plague during the hot weather, has been felt as a serious inconvenience in the colleges, especially as regards the Intermediate examination. If this is held separately from the Matriculation, the ordinary work of colleges is twice interrupted instead of once ; moreover, the third year class cannot be formed until after the publication of the results, that is, till about the middle of September, and this leads to a serious loss of lectures. The general feeling appears to be in favour of arranging for the Intermediate examination to be held with the Matriculation in April, notwithstanding the reappearance of the plague year after year. The interruption to work would thus be minimised, and the college session be fittingly brought to a close.

Income and expenditure.—On the 1st January 1904 there was an opening balance of a little more than Rs. 1,000 ; by the end of the year the balance to the credit of the University rose to Rs. 4,200, the expenditure having amounted to Rs. 53,359. Thus the financial position of the University shows improvement ; and with the larger income which will be derived from fees owing to the extended area subject to the University under the proclamation of the Governor General in Council, and with the annual grant promised by the Government of India, the finances of the University may now be regarded as perfectly healthy.

Arts Colleges.

English.

10. There are two State colleges and eight aided colleges, as last year ; there is one more unaided college, *viz.*, the Christian College, Allahabad, raising the number of these last to 15. The enrolment shows that the desire for University education is undoubtedly spreading ; the numbers returned on the 31st March have gone up from 1,454 to 1,825, and the monthly average has increased from 1,640 to 1,783. Unaided colleges, with their allurement of low fees, contribute most to this growth. The expenditure borne by Provincial revenues in the two State colleges has risen from Rs. 1,06,671 to Rs. 1,17,078 ; and in aided colleges from Rs. 60,213 to Rs. 62,286. Municipal grants come to Rs. 6,686. The fee income shows no great variation except for the increase in unaided colleges, which is accounted for by the greater number of students attending them. *Vide* General Tables III and IV.

It is now fully recognised that much remains to be done, with or without assistance from Government, to make the colleges of the United Provinces thoroughly efficient and suited to the needs of the time. The admitted wants, to which public attention has been much directed, are these three :—the hostel, the laboratory and the professor ; but the greatest of these is the professor.

11. *Muir Central College.*—Mr. Jennings, Professor of English, was transferred to an Inspectorship of schools in January 1905 ; his place was filled by Mr. E. A. Radford, appointed by the Secretary of State. Mr. Patterson, Professor of Physical Science, was also transferred to the Meteorological Department in January ; his place was taken by Mr. J. J. Durack, appointed by the Secretary of State. Mr. Hill, Professor of Chemistry, went on long furlough in March last.

The need of considerably strengthening the teaching staff of the college and improving the meagre salaries of some of the appointments, has been recognised by Government, and orders on the subject are awaited. Meanwhile the difficulty of satisfactorily carrying on the work with the present staff is increasing as the number of students increases.

The number of students on the rolls on the 31st March 1905 was 234, against 201 on the corresponding date of the previous year. There were 112 in the Intermediate classes, 108 in the classes preparing for the Bachelor's degree, and 14 pursuing higher studies. The enrolment showed 82 Brahmans, 110 other Hindus, 36 Muhammadans, 3 Europeans or Eurasians (including one young lady), 2 Native Christians and 1 Parsi.

In the Intermediate classes the Science subjects (Physics and Chemistry) were taken up by 70 students. In the third and fourth years 20 were reading for the B.Sc. examination, and 24 others were studying Chemistry for the B.A. degree, an option which will not be permitted when the new regulations come in force. The number who will study Science in future will no doubt be affected by the change in the regulations.

There appears to be a demand in private manufactories and State technical and scientific departments for our Science students, as requests are received from the heads of such departments and the managers of sugar works and indigo factories, &c., in different parts of India for trained chemists. Two students from the third year class were sent to the India Development Co., Muzaffarpur, Behar. One student, who passed the 2nd D.Sc. examination last year, has been appointed a lecturer in Chemistry in the Agricultural College, Cawnpore, and is at present serving his apprenticeship under Dr. Leather at Dehra Dún. Another 2nd D.Sc. student has been selected for a post in the Agricultural Department, Bombay.

A reverberatory furnace was built during the year under review to show the production of sodium carbonate on a commercial scale.

Expenditure and fees.—The fee receipts from the Arts classes during the year were Rs. 20,221. The gross expenditure amounted to Rs. 1,01,367, an increase of Rs. 5,687, chiefly due to annual increments in the professors' salaries, to the return of a professor from furlough, and to the temporary appointment of Dr. Ganesh Prasad as an additional professor of Mathematics.

Boarding houses.—The number of boarders in the different boarding-houses and hostels attached to the college was as follows:—College boarding-house 35, Muhammadan boarding-house 26, MacDonnell (Hindu) boarding-house 53, Oxford and Cambridge Hostel 23. The first named institution is under the exclusive authority of the Principal. The Muhammadan boarding-house is under the joint authority of a committee of Muhammadan gentlemen and the Principal of the college; the actual management of the boarding-house is carried on by a Superintendent. A new wing, with 9 rooms, was completed in the course of the year; so that there now are 29 rooms altogether. There is every likelihood of an increase in the number of Muhammadan students in the college, if provision is made for their residence, and the committee, therefore, contemplate the building of 30 more rooms; towards this Government have promised a grant of Rs. 15,000, on condition that the same amount is contributed by the committee. The discipline in this boarding-house was good throughout; this is largely due to the conscientiousness and unremitting exertions of the Superintendent, Munshi Abdul Ghafur. The Principal has no share in the management of the Oxford and Cambridge Hostel, or of the MacDonnell boarding-house. The former is in excellent hands and in a flourishing condition. The building of the latter is progressing.

12. *Queen's College, Benares.*—The only permanent change in the staff of this Government college, of which Mr. A. Venis is the Principal, was occasioned by the promotion of Mr. Knox Johnson, Professor of English Literature, to the Principalship of the Jabalpur College in December 1904. Mr. Knox Johnson's connexion with Queen's College had extended over a period of more than seven years, and it is due to him to say that his scholarly attainments and the devotion with which they were placed at the service of his students make his transfer to another province a loss to the college and to the department. Babu Hari Kesav Sanyal officiated temporarily in the vacant professorship.

The number of students on the rolls on the 31st March 1905 was 91 as against 97 the year before. There were 13 candidates for the B.A. degree, of whom 8 were successful; and 5 for the B.Sc., of whom two passed. In the Intermediate examination 16 passed out of 22 presented.

There were 22 college students resident in the hostel. The playing fields have been much enlarged and improved, constituting an addition to the beauty of the college and its surroundings, as well as an effective stimulus to the athletic and, generally, the out-door life of the students.

13. *Canning College, Lucknow (aided).*—This college has long suffered under the disadvantage of unsuitable accommodation and boarding-houses which are not only insufficient but ill-adapted to their purpose. Government has now presented the college with the Badshah Bagh, and the Mahárája of Balrámpur has also given it a munificent donation of three lakhs of rupees. It is therefore to be hoped that the Canning College will soon be able to realize the ideal of a residential college for the province of Oudh.

The numbers on the rolls have remained much the same as they were last year, but the fee income has fallen by Rs. 834. Four students appeared for the M.A., 28 for the B.A. and 70 for the Intermediate examinations. Of these the numbers passed are 1, 21 and 32, respectively.

14. *Agra College (aided).*—The enrolment on 31st March had gone back from 175 to 163, the falling off being attributed partly to the plague, which at length found its way to Agra, and partly to the competition of an unaided college in the same station which levies lower fees. The smaller numbers resulted in reducing the fee income by Rs. 1,156, the amount realized standing at Rs. 10,733.

At the M. A. examination two students were successful. There were 28 candidates at the B. A. examination of whom 16 passed; one passed the first D.Sc. examination in chemistry, and two the B.Sc. examination.

There were 61 candidates from this college at the Intermediate examination, of whom only 14 satisfied the examiners.

The need of a new and commodious hostel in place of the converted bungalows now used for the lodging of students has long been felt, and there is every prospect of the building being taken in hand before long. The Government has promised a grant of Rs. 20,000 on condition that a like amount is subscribed by the friends of the college. Subscriptions amounting to Rs. 11,000 have already been collected, and the balance has been promised. Among the contributors are the Chaube community (Rs. 6,000), the Bharatpur Darbár (Rs. 2,000), the Jodhpur Darbár (Rs. 1,000), the Udeypur Darbár (Rs. 1,000); while several gentlemen, including the Rája of Awa, Munshi Pryag Narain and the Hon'ble Rai Sundar Lal Bahadur, have paid contributions of Rs. 500 each. Several students, past and present, have also thrown themselves heartily into the movement and have collected considerable sums of money for the purpose; the spirit they have shown is a pleasing feature of the report, creditable alike to them and to their college.

15. *Muhammadan Anglo-Oriental College, Aligarh (aided).*—Mr. Morison severed his long connexion with the college in March of this year. His place will be taken in November next by Mr. Archbold.

In February last there were 297 students in the college classes. The numbers are rapidly increasing, and the necessity for more accommodation has led to great activity in extending the existing buildings. In the B.A. and Intermediate examinations of 1905, 29 and 34 students passed respectively.

This college makes a speciality of History for the M.A., though so far there has not been much to show for it, only one student, who passed, having appeared at the last examination in this branch; nor has any great measure of success attended the efforts that are being made to revive the study of Arabic at this centre of Muhammadan learning.

The officiating Principal has given an interesting account of the various societies that form a special feature of Aligarh College life. The Union Club, which aims at promoting the art of public speaking, has continued to flourish with much vigour. The Duty Society is another useful organization for the collection of subscriptions. Deputations were sent to Kathiawar, the Central Provinces, different parts of the United Provinces, Sindh, Bengal and Sialkot, with the result that altogether Rs. 32,884-2-6 were raised in this way during the year.

16. *Meerut College (aided).*—The number of students has increased from 50 to 65. The fee income has risen to Rs. 4,874, exclusive of Rs. 720 from the law classes. The portion of the Government grant assigned to the college classes is Rs. 5,070, the remainder going to the high school classes which form part of the institution. The municipality contributes a grant of Rs. 800. The balance of Rs. 4,540 is derived from endowments.

Mr. Jesse, whose appointment to the Principalship I reported last year, is making special efforts to equip the college adequately for the teaching of Science, and a Professor of Science has been brought out from England in place of the European Professor of English formerly on the staff.

Shorthand and type-writing are taught, and are so popular that it is difficult to keep pace with the demand for this commercial education.

The committee is to come shortly into possession of the estate, comprising some 63 bighas of land, upon which the college stands. Many improvements will then be effected, and indeed have already been commenced in anticipation of full possession.

There were 29 students, including 4 from the law classes, residing in the boarding-house. Plans for a better and larger boarding-house are being prepared, for which the nobility and gentry of the division have promised Rs. 21,000, and the Government has sanctioned a grant of Rs. 20,000.

Last year I had to record the death of the Honorary Secretary. It is my painful task to report this year the death of his successor, Babu Raghubir Saran, a good friend and energetic supporter of the college. His place has been taken by Lala Ramanuj Dayal, *Rais*, Honorary Magistrate, who has made to the college a gift of a quarter of a village, estimated as worth Rs. 10,000 at 3½ per cent.

The general note of this college is one of improvement, but progress must soon be stopped while the funds are so meagre.

17. *Christ Church College, Cawnpore (aided).*—Notwithstanding the severity of the annual visitation of the plague in Cawnpore, the numbers on the college registers have risen to 77, while the average daily attendance has increased from 55 to 65. At the B.A. examination 7 passed out of 12, and at the Intermediate 11 out of 25.

The additional accommodation for 12 students in the non-Christian hostel was ready for use during the year, and was very welcome to those students who naturally desired a safer place of residence than a plague-infected city.

The college appears to be growing in popular favour, and it is making satisfactory progress.

18. *St. Andrew's College, Gorakhpur (aided).*—This small second-grade college with 36 students shows a tendency to increase, but since English education is very backward in the district, and most of the students belong to the locality, it will probably be a long time before any great increase in the enrolment can be recorded. The grant-in-aid remains at Rs. 1,200 ; fee receipts have risen to Rs. 1,975 ; and the balance of Rs. 2,620 was made up by the Church Missionary Society. Five students hold Government scholarships. Other scholarships are paid from a special endowment fund. Of the 19 candidates who appeared at the Intermediate examination 10 were successful. It is proposed to purchase a bungalow adjoining the college and to convert it into a boarding-house.

19. *Kayasth Pathshala, Allahabad (unaided).*—The number of students in the college classes has further declined during the year, *viz.*, from 55 to 43. At the Intermediate examination the number of candidates presented was 27 and 14 passed. The fee receipts fell from Rs. 1,269 to Rs. 721, and the total expenditure from Rs. 8,681 to Rs. 7,610. There were 16 students residing in the boarding-house, as compared with 25 last year. The college does not appear to be popular or flourishing.

20. *St. John's College, Agra (unaided).*—This is a Church Missionary institution, the popularity of which is rapidly increasing ; in three successive years the average enrolment has been 96, 135 and now 150, of whom 10 are Christians.

There is a corresponding increase in the number of University candidates. Ten obtained the B.A. degree, and 19 passed the Intermediate examination. There is a Christian hostel in which special care is taken to help the students in their intellectual, moral and physical development ; it is under the charge of one of the missionary members of the staff assisted by an experienced English house-father who resides in the hostel ; the boarding fees are of two grades, *viz.*, Rs. 10 and Rs. 5 per mensem. There is also a Hindu hostel with accommodation for 70 students ; to this a new wing has recently been added, and another similar wing for 16 students is now being erected. The officiating Principal, the Revd. H. B. Durrant, remarks that nothing is more encouraging than the keen way that Indian students enter into residential college life. Increased accommodation for resident students is indeed felt to be the great need of the college.

21. *Central Hindu College (unaided).*—This college, I reported last year, had been granted affiliation to the University of Allahabad up to the B.A. standard ; it has now also been affiliated in Science up to the B.Sc. standard. The enrolment has gone on increasing rapidly, and further expansion is assured owing to the new provision made for the higher classes. The numbers in the last three years have been 77, 104 and now 152. At the Intermediate examination 27 passed out of 43, and at the B.A. 5 out of 10 candidates.

Excellent arrangements are made for the teaching of Science, which is becoming more and more popular as a subject of study in the college ; 77 per cent. of the students who joined the first year class last year have chosen the Science course. A special lecturer on religious subjects has been appointed, so that an important element of education may receive the attention it deserves. The pursuit of athletics is also liberally encouraged by the College Committee.

The boarding house has been enlarged, and has a library and reading and meeting room of its own. Residential quarters for the professorial staff have been built, with accommodation for four professors, within a few minutes' walk of the college; other professors reside in houses in the immediate neighbourhood.

The Central Hindu College, as it becomes more firmly established, is taking a high place among the colleges of the United Provinces.

22. *Reid Christian College, Lucknow (unaided).*—The attendance at this college, apart from that in the business department, has gone up from 43 to 59. At the Intermediate examination 11 passed out of 17, and at the B.A. 3 out of 4. The Principal reports that the boarding-house has been taxed as never before to provide accommodation, and over twenty students were turned away for want of room for them. Plans are being prepared to build a separate hostel on an excellent site belonging to the college, in order to provide the best accommodation for the students, under efficient supervision.

The business department continues to do excellent work, and the demand for really capable men in shorthand and type-writing goes on growing. The popularity of this branch of education, here and elsewhere, is due to the fact that official and commercial employers are alive to the advantage of having clerks with the new qualifications, and that they are therefore willing to pay them good salaries. The instruction given in such departments is popular because it is a practical training for clerical service. More organization of this branch of study throughout the province is desirable, and the adoption of some uniform standard, instead of the varying standard of the different schools and colleges.

23. *Ramsay College, Almora (unaided).*—Strictly speaking, there is no regular college here, but arrangements are made by the managers of the Mission High School for the instruction of a few local students up to the Intermediate standard of the Allahabad University. This is convenient in that it saves residents of the hills from going down to live in the plains and in a climate which they dislike. There were 10 students in the college classes. The fees are levied at the rate of Rs. 10 per mensem, as compared with Rs. 8 in Government colleges and Rs. 6 in aided colleges.

24. *Bareilly College (aided).*—This college has gone through many vicissitudes in the past, but it is to be hoped that a fairer future lies before it, now that it has been placed on a better financial basis. At the suggestion of Government, which had rightly resolved that it was not justified in continuing to give aid to an inefficient institution that did not even possess a habitation of its own, steps were taken to increase the endowment fund by a lakh of rupees, and to collect money for the college buildings. Nearly the whole of the required sum has now been collected. Rája Kishen Kumar of Bilari, in the district of Moradabad, and Rai Sheo Bakhsh Rai Bahádur of Lakhimpur, gave handsome donations of Rs. 20,000 each towards the erection of a building in spacious grounds presented by His Highness the Nawáb of Rámpur. Government has supplemented these private efforts by contributing Rs. 22,000 towards the cost of the building and Rs. 30,000 for the erection of a hostel. The foundation stone of the college was laid in July of this year by His Honour the Lieutenant-Governor, and the building will be ready for occupation in 1906. Great credit is due to Babu Piarey Lal, B.A., LL.B., Secretary of the Maintenance Fund, for the strenuous exertions he has made to save the college from extinction at a critical period of its existence. He gave up his practice as a pleader for several months in order to devote his whole time to the collection of subscriptions. The funds are still inadequate for the maintenance of a good first grade college.

The total number of students at the end of the year was 121, though, earlier in the year, the enrolment had reached the highest on record. The falling off was due to the severe epidemic of plague from which Bareilly suffered last winter.

The total expenditure for the year was Rs. 23,493, leaving a balance in hand of Rs. 6,338.

25. *The Christian College, Allahabad (unaided).*—This college, which is controlled by the Board of Missions of the American Presbyterian Church, was founded three years ago, and has quite recently been affiliated by the University up to the B.A. and B.Sc. standards. The staff consists of a European Principal, two European Professors and six native Professors. A second Science Professor is in addition about to be appointed.

The number of students is 72, but it is expected that there will be a considerable increase in the enrolment, now that the college has been raised to the first grade. There are two hostels providing accommodation for 25 boarders, and a member of the staff resides in each of these. The arrangements for physical recreation are good. The library contains a fairly large number of useful works of reference. There is likewise a satisfactory reading room.

The financial resources are such as to make due provision for the continued maintenance of the college. The rate of fees, Rs. 4 for the Intermediate classes and Rs. 5 in the higher classes, is rather low, but it is intended to raise the scale gradually. Scholarships are available to help poor and deserving students.

ORIENTAL COLLEGES.

26. *Sanskrit College, Benares.*—This Government institution has well maintained its position during the year. The number on the rolls on the 31st March 1905 was 473, as compared with 427 on the same date in the previous year. Eight of the students reside in the Queen's College hostel. At the Acharya examinations 67 out of 108 candidates passed, either finally or in some yearly sub-division of their subject; 314 candidates were presented at the Madhyama or Middle examination, of whom 150 satisfied the examiners; at the Prathama or First examination 108 were found qualified out of 288. The Sanskrit College is exercising a widespread influence in guiding the efforts made in various places to promote the theoretically much approved, but practically too neglected, study of the classical language of India, particularly by scholars who are unacquainted with English.

The college has suffered by the death of Assistant Professor Pandit Narayana Sastri Bharadwaj. He has been succeeded by Pandit Nageswara Panta Dharmadikari, whose qualifications and reputation are expected to attract pupils to his special line of study, the Dharma Sastra.

The Ranavir Sanskrit Pathshala is the Sanskrit department of the Central Hindu College, and is maintained chiefly by grants from the Kashmir State, with, however, some endowments from other sources. One noticeable feature of this *pathshala* is that all the students are required to learn a little English in addition to Sanskrit. Instruction is provided in the various branches of Sanskrit learning pursued in Benares, including the traditional systems of medicine and the specially religious teaching which has to be excluded from a Government institution. There are 150 pupils, of whom 30 are provided with board and lodging in a hostel maintained for them by the Mahárája of Kashmir.

There are also Oriental departments attached to the Canning College, Lucknow, to the District School, Mirzapur, to Jai Narayan's College, Benares, and to the Chashma-i-Rahmat School, Gházipur; and there are Sanskrit Pathshalas in Ballia, Bahraich and Balrampur which prepare students for the Sanskrit College examinations. Similar studies are pursued in other places. The work done at Mirzapur is maintained by a local endowment; the reports which I receive about it are far from satisfactory.

Fazil and Mulla examinations.—There were six candidates for the Mulla examination, of whom three were successful, one from the Jumna Mission School, Allahabad, one from the Chashma-i-Rahmat School, Gházipur, and one from the Collegiate School, Benares. The first two passed in the first division and the last in the third division. There were again no candidates for the Fazil examination, the course of reading for which is that prescribed for the M.A. degree in Arabic of the University of Allahabad.

COLLEGES FOR PROFESSIONAL TRAINING.

27. *Law classes.*—The number of Law classes connected with Arts Colleges is 8, the same as last year.

The number of students attending them shows a further increase, *viz.*, from 456 to 480, as given in the returns for the 31st March. It is, however, anticipated that the new rules of the High Court, making the Intermediate examination obligatory on candidates for a pleader's certificate, instead of the Entrance as hitherto, will have the effect of reducing the number of Law students, at least for a while; and it is either feared or hoped that some of the smaller classes, in which the lecturers' only remuneration consists of the fees of the students, may in consequence have to be closed. The large number of inferior candidates who present themselves for the Law examination in question is sufficient explanation

of the action taken by the High Court to limit the admissions to men of higher qualifications. In 1904, for instance, there were 104 candidates, of whom only 3 satisfied the examiners.

The constantly growing numbers in the Law department of the Muir Central College render the insufficiency of accommodation, noticed in previous reports, more and more obvious and embarrassing.

28. *Thomason Civil Engineering College, Roorkee.*—This college is improving in reputation and in popularity year after year. The numbers enrolled as students, *viz.*, 400, are double what they were ten years ago. The fees received for tuition and examination have increased during the same period from about Rs. 6,000 to nearly five times that amount. The gross educational expenditure is returned at Rs. 1,66,809, or Rs. 417 per student. Capital charges amounting to Rs. 18,747 were also incurred, and Rs. 79,556 were spent on productive work, such as the Press, Workshop and Book Depôt. The limit of accommodation has now been reached; and the growing demand for passed students of the college raises the question whether larger classes should not be admitted, the accommodation in workshops and lecture rooms extended and the tuitional staff increased to meet their needs. Moreover, the time seems to have come when technical classes preparatory to the Roorkee course should be instituted in connexion with some of the larger high schools of the province.

The Principal, Major E. H. deV. Atkinson, R.E., proceeded to England in February 1905 to undergo a course of instruction at Chatham. The Military Assistant Principal, Captain Campbell, R.E., is officiating as Principal in his place and Lieutenant Edgar, R.E., who joined the staff as Professor of Surveying and Drawing in January last, is officiating as Military Assistant Principal. In October 1904, Dr. Phillips was appointed Instructor of Chemistry by the Secretary of State. His scientific attainments ought to prove a great acquisition to the college.

I observe with regret that several students of the Civil Engineer class were detected in the act of obtaining assistance in their project, and that one was expelled for making a false charge against the Military Assistant Principal; otherwise the conduct of students is reported to have been satisfactory.

The 400 students are distributed as follows:—Civil Engineer class, 55; Electrical Engineer, 7; Upper Subordinate, 80; Apprentice Overseers, 16; Lower Subordinate, 123; Draftsman and Computer, 11; Mechanical Apprentice, 35; Industrial, 41; Military Survey, 32.

Physical exercise receives careful attention. In the musketry course 17 of the 50 Volunteers qualified as marksmen, and 30 as first class shots. A regatta is held, and athletic sports constitute one of the fixtures of the year. A gymnasium has recently been added to the equipment of the college.

29. *The Government Training College for Teachers* remains in the same position as last year with regard to its affiliation to the University, which is still delayed, and also with regard to the improvement in the status of the Principal and the rest of the staff. It has, however, achieved a successful year's work with an unusually large number of students under training. The buildings have been extended and improved, and they now include a suitable theatre for practical work and criticism lessons. Further enlargement, particularly of the hostel accommodation, and some addition to the staff will be necessary when the policy of the Government of India is carried out, and the course for all undergraduate students is made to extend over the full period of two years.

CHAPTER V.

Secondary Education.

30. The number of secondary schools exhibits very little variation; but the process of converting middle English schools into high schools has continued, though only to a slight extent. There are 93 high and 76 middle English schools for native boys, and the number of vernacular secondary schools remains 320, as for the previous year. There has been an increase of nearly 4 per cent., *viz.*, 1,137 scholars, in the enrolment of English schools, and a decline of 1,737 in vernacular schools. The number of boys in the secondary department of English schools is given as 14,337, and of vernacular schools, 12,505; the corresponding figures last year being 12,632 and 10,352. Thus, while education in general has been nearly at a standstill in the adverse circumstances of the year, there is distinct progress to be recorded in secondary education. Some of the district English schools are small, and testify to local apathy. For instance, at Hamírpur, where there is only a middle school, it is reported that there were not more than two boys in the middle class; the advent of the plague may possibly have had something to do with this, but if it is the usual state of affairs, and if there are no prospects of improvement, it would seem not to be worth while to maintain a secondary school with so small a middle class. As I pointed out last year it is in the numbers seeking English secondary education that the United Provinces compare most unfavourably with the rest of India. We should need to multiply the number of scholars by 4 in order to advance to the same stage of progress as the average of the other provinces. The demand for this education is obviously growing, and when the education offered is made in itself more valuable as the result of recent and prospective reforms, and harassing obstacles are eventually moved out of the way, there is no doubt that the people will begin to move forward. The improvement of secondary education has been largely deferred until primary education at one end of the scale and University education at the other have come in for their share of attention. It is now felt that the turn of secondary education has come.

Vide General Tables III and V.

31. The expenditure on English secondary schools for native boys has gone up from Rs. 8,08,707 to Rs. 8,66,249; about Rs. 10,000 of this increase occurs in Government schools, Rs. 8,000 in district or municipal schools, Rs. 15,000 in aided schools and Rs. 32,000 in unaided schools. The last mentioned item is a promising sign, and compares well with the figures which I gave last year.

Vide General Table IV.

The expenditure direct from provincial revenues is nearly stationary; local funds have contributed more by over Rs. 11,000; municipal funds less by Rs. 5,000; fees have expanded from Rs. 2,96,835 to Rs. 3,34,545, and other sources show an increase of Rs. 13,000.

On vernacular secondary schools Rs. 2,90,494 were spent, an increase of nearly Rs. 9,000. These schools are almost exclusively under the management of district boards, to whom the increased expenditure is to be ascribed. The expenditure of municipal boards fell by nearly Rs. 3,000, and the share defrayed out of the fee income rose by Rs. 2,235, and now stands at Rs. 83,339.

The expenditure on the secondary departments, English and vernacular, for native boys, estimated in the manner desired by the Government of India, is Rs. 8,07,699 to last year's Rs. 7,61,351.

32. If the fee income be divided by the average number on the rolls monthly during the year, an average annual fee is obtained. For English secondary schools, if deductions be made for schools for Europeans and Eurasians, this average fee is Rs. 13-2 as.; in Government schools it is Rs. 18-15 as.; in those managed by district or municipal boards about Rs. 11-5 as.; in aided schools, Rs. 11; and in unaided schools, Rs. 11-7 as. According to the rates prescribed by Government a boy who goes through the complete course in a State secondary school and spends one year in each class pays an average annual fee of Rs. 13-14 as.; while the corresponding fee for the classes in which English is taught is Rs. 19-8 as.; in aided schools the prescribed fee is taken at three-quarters of these amounts. The latter method of estimating the average fee is of more value than the former, which depends upon the number of boys in each class of a school; the former method was, however, adopted in the appendix to the Fourth Quinquennial Review. The average annual fee in vernacular middle schools estimated by that method is Re. 1-15 as.

In English schools the fees vary from class to class, gradually increasing as a boy rises in the school. The system is peculiar, and it would be more convenient to

conform to the usage of other countries, and have a fixed fee, at any rate for each section of the school. The average fee paid would be unaltered, but would fall more easily on parents, if the prescribed rates were 8 annas in the upper primary, Re. 1-8 as. throughout the middle, and Rs. 3 in the high sections of Government schools.

33. The total number of candidates for the School Final examination from the United Provinces shows a considerable increase in comparison with the number last year, having been 540 as against 338. The figures show the progress made in extending instruction in science, this subject being the distinguishing feature of the School Final. Government schools passed 80 per cent. and aided and unaided schools 68 and 70 per cent. respectively. These results are substantially better than those of last year. This was to be expected, as the date of the examinations was postponed on account of plague, and thus the candidates had longer time for preparation. At the same time a meed of praise is due to masters and pupils alike for struggling to do their best in spite of the interruptions caused by the prevailing calamity. The Government schools did well; Queen's Collegiate School, Benares, and the district schools at Moradabad, Aligarh and Fyzabad may be singled out for special mention. Amongst aided schools, the Jubilee High School, Gorakhpur, has again distinguished itself, not only in quantity but also in quality. All of its 14 candidates were successful, and no less than 7 of them were placed in the first division. The results of the Victoria High School, Gházipur; the MacDonnell High School, Jhánsi; Jai Narain's High School, Benares; and the M. A.-O. School, Aligarh, are also worthy of commendation. The only school that did badly was the C. M. High School, Azamgarh.

The number of candidates for the Entrance examination from schools in these Provinces was 1,195 in comparison with 946 last year. The percentage of passes for Government, aided, and unaided schools was 72, 65 and 75, respectively. The general average of passes in Government schools was high. The district schools at Orai, Fyzabad, Hardoi and Partábgarh may be noticed as passing all their candidates, and the schools at Aligarh and Sítapur and Queen's Collegiate School, Benares, for the large number of successful candidates. The Sítapur result was especially good. The results at Muzaffarnagar and Rae Bareli were poor in comparison with those at the other Government high schools. Of aided schools, the Jubilee High School, Gorakhpur, did best, as at the School Final. All its candidates passed, and all but one in the first division. Great credit is also due to the Headmasters of the A. P. M. High School, Dehra Dún; the Sikandrabad A.-V. High School, and the A. P. M. High School, Allahabad, for having passed all their candidates, seven or more in each case; while for the numbers passed the Agra Collegiate School, St. John's and the M. A.-O. schools, and the Jubilee High School, Lucknow, rank highest among aided schools.

A scrutiny of the list of failures in the various subjects reveals the fact that History and Geography require more attention. A very much larger number of candidates came to grief in this branch than in any other.

34. *High School Scholarship Examination.*—This was held in April, and 335 candidates presented themselves. Fifty provincial scholarships of Rs. 6 per mensem, tenable for two years, were awarded to the most successful candidates. Twenty of these scholarships went to Government schools, and the remaining thirty to aided and private schools. Local scholarships of Rs. 5 per mensem, provided by District Boards, were awarded to forty-five other candidates. Some scholarships given by private liberality are also awarded at this examination. The Jubilee High School, Gorakhpur; the District High School, Fyzabad; the Central Hindu and the Queen's Collegiate Schools, Benares, and the district schools at Aligarh, Sháhjahánpur, Bara Banki, Bánda and Muzaffarnagar were distinguished by the marked success of their scholars in this examination, a result which shows that a good foundation for success in the highest classes is being well and duly laid in the middle classes, an essential element of education which is apt to be neglected as a result of the abolition of the Middle examination coupled with a relaxation of external control in the schools. Scholarships tenable in English high schools are also awarded at the Vernacular Final examination, which is not exclusively a Scholarship examination (*vide* paragraph 42). During this year the number of provincial scholarships so offered has been increased from 40 to 50, and their value has been fixed at Rs. 4 until the scholar reaches the high section, and afterwards at Rs. 5

per mensem. At the same time one local scholarship has been instituted in each district; these are Re. 1 per mensem less in value than the provincial scholarships. Of the 50 provincial scholarships awarded at the last examination 4 went to the Sikandra Rao School (district Aligarh), 3 to Kasganj, and 2 each to Kanauj, Auraiya, Sikandrabad, Kainjuri, Moradabad, Narwal and Koil.

Vide General Table IV.

35. There has been an increase of Rs. 10,284 in the expenditure on scholarships held in secondary schools, and the amount so disbursed is now returned as Rs. 52,852. Provincial, District and Municipal Funds and "other sources" have all contributed to the increased expense.

36. Though the curriculum in anglo-vernacular schools was again revised only last year, complaints are still to be heard about over-pressure. The course cannot be further simplified without lowering the standard of education, and this would mean retrogression, not progress. I am inclined to think that over-pressure, if it does really still exist, is entirely due to incapacity on the part of many of the teachers in charge of the lower classes, who often throw the whole burden on their pupils, by giving them heavy home lessons to learn, whereas, when the teaching is of the right kind very young boys ought not to be required to struggle unaided with lessons too hard for them out of school hours. Revision could be done in the class itself. I am confident that the next few years will see the disappearance of existing evils of this kind. Increased pay and the prospect of a pension will attract men of higher attainments and intelligence than have come forward hitherto. The day is not far off when every teacher will be a certificated man and will have had the advantage of acquiring modern methods by going through a course at the Training College. Improved methods of teaching English are being gradually introduced into our high schools, and this important subject is sometimes undertaken in the lowest classes by the more highly qualified and experienced members of the staff. With three more Inspectors, and consequently smaller circles, Inspectors will be able to pay more frequent visits to the schools in their charge and maintain a more vigilant watch over them.

37. Headmasters of high schools commonly complain that they are obliged to admit boys who have completed the course in middle schools, but are not up to the standard of the 9th class. This has been the natural result of the abolition of the English Middle examination. The 8th class, as it is now, even in high schools, affords a sad contrast to what it used to be. When there was a public test to look forward to at the end of the year, masters and boys alike worked with zeal and energy. Now there are, too often, signs of listlessness and indifference. It is desirable that steps should be taken to give middle schools some definite standard up to which they may work, and to prevent boys from gaining admission to the high section of other schools when they are unfit for the standard. The evil exists; it is a real one and it is impossible to shut our eyes to it. Under the circumstances, it appears to me that the best remedy would be to require boys reading in the highest class of a middle school to pass the annual examination of the 8th class, not in their own schools, but in those high schools in which they intend to pursue their studies. A slack middle school should not have the power to drag down the high school to which it sends on its boys; the high school should rather lift up the middle school which is in this way affiliated to it.

38. In the last year's report mention was made of the fact that the schools supported or aided by municipalities do not always conform to the rules of the department, and that they thus hamper the work of neighbouring district board schools by introducing an element of discordant competition due to the attraction of lower fees and a looser discipline. With a view to remedying this undesirable state of affairs, I enquired from municipalities whether they were prepared to adopt for their schools the same rules as those in force for District Board Schools. It was gratifying to find that the vast majority welcomed the proposal. I hope, therefore, that all municipalities will now maintain admission and attendance registers in their vernacular schools and that, in the case of the anglo-vernacular schools under their control, it will be made obligatory upon them to observe the inter-school rules, so that aid may not be given in future to schools that are found to be unworthy of recognition. By way of illustration of the present state of affairs the following instances may be mentioned. There is an English school at Kairana, maintained by the municipality, in which there are nine classes with a total average attendance of 20 scholars, and only two masters. There is a similar school at Kandhla with six classes

from the upper primary upwards, and an average attendance of 27 and three masters. The municipalities are not under any control in these matters.

39. The Director-General of Education in India made a tour through Oudh last cold weather, and his opinions recorded in the log-books of various schools emphasize present defects which call for remedy, but cannot be mended without a much larger expenditure than has hitherto been sanctioned. Of one school he writes :—

"There is not a properly qualified teaching staff at the school, and the salaries paid are altogether insufficient to obtain one. The rates of pay are as follows :—

Headmaster	Rs. 100	a	month	
2nd „	60	„	„	
3rd „	40	„	„	
Three assistant masters ...	30	„	„	each.
One assistant master ...	25	„	„	
Six assistant masters ...	20	„	„	each.

"The Headmaster is a Bachelor of Arts, none of the other teachers has had a University education. I do not see how it is possible to expect a secondary school to be satisfactorily conducted upon these terms."

At another school he notes :—

"The teachers teach industriously according to their lights. But *(a)* their command of English, the medium of instruction, leaves much to be desired, especially in pronunciation, but also in the correct use of words, and *(b)* their conception of the art of teaching is limited to interpreting text-books to their classes, and requiring the boys to read and remember their books. I do not include the Headmaster in this remark. There are faults which go so deep that but little can be effected merely by bringing them to the notice of the teaching staff. Here is one of the facts which have to be reckoned with in this connexion. The salaries of the 13 masters amount in all to Rs. 619 a month, all but three draw less than Rs. 50 a month. Two of the teachers are graduates. Four have read only to the Entrance standard."

Again :—

"The lowest classes are placed in the hands of the masters with the lowest qualifications; that is to say, *inter alia*, the least knowledge of English. The boys spend some hours a day, for years, learning the language and learning it wrong, and working very hard at doing so. The lower classes, when required to read aloud (and they spend a great part of their time reading aloud), produce a series of sounds which only with some practice can readily be recognised as English. Upon attentive listening, one is able to resolve the sounds so made into their constituent faults, which are principally :—

(1) words mispronounced merely from ignorance ; a quite venial and curable defect ;
(2) words mispronounced for want of training in the production of the sounds, *e.g.*, olways for always, woter for water, vins for wings, ishmall for small ;
(3) Slovenly articulation ; not being quite sure what sound he ought to produce, the boy hides his uncertainty by making the sound as indistinct as he can ; or he slurs, drops and swallows sounds from mere inattention, or from a desire to read rapidly ;
(4) Wrong accentuation, or total absence of accent ;
(5) Strange intonation.

Of these five component parts of the school boy's English, the first four are removeable ; the last is the most difficult to overcome and perhaps may be most easily excused.

The first requisite for removing these faults in the lower classes is the provision of teachers who do not themselves commit them ; the next is an improved method of teaching which recognises, much more than any method which I have seen used in the schools, the necessity of training the ear in a systematic way to the difference between the true and the false, the right and the wrong in vocal sounds, distinctness of articulation, accent, and intonation, and of training the vocal organs to produce the true sounds."

It is to be inferred that English education is bad because it is cheap ; and it can only be satisfactorily improved by spending more for a better thing. Some improvement has been going on during recent years, noticeably in the study of English texts, in Geography and in Euclid ; the teaching of Arithmetic and of History remains generally unreformed. But notwithstanding the improvements that have been effected, it may yet be that a boy in a year's steady work with proper teaching under a good master would learn more English than he does now in four, if not in six years' schooling. The position of modern language teaching has recently been indicated admirably in the following words :—"An old system utterly discredited ; innumerable new systems at war equally with the old and with one another, and having as yet a lack of authority and general acceptance ; a clash of argument even about fundamentals, &c." This branch of teaching must

therefore be regarded as still in the experimental stage, and an experiment with the "direct method" is being made at the M. A.-O. School at Aligarh.

40. There has been an increase in the number of trained teachers available for the schools, and an improvement in the qualifications of those who take to this work. Now that the appointments in English schools are again made pensionable, and a beginning has been made in dealing with the important question of a substantial improvement in the scale of pay, it is to be expected that graduates will more and more choose to undergo training and qualify themselves for school work. The more we can avail ourselves of the services of the most competent University students, fortified by a further professional training, the nearer shall we attain to the excellence which is now too often wanting in school work, where so much must depend upon the personality of the teacher, his character, and attainments. There can be no doubt that if the profession were made so attractive that none but graduates could enter it, the gain to the country would be incalculable.

41. As a specimen of the good work done in aided schools I would mention Jai Narain's College at Benares, and quote from the report of Mr. Housden, the Inspector:—"The discipline of this school is the best I have yet seen, the apparatus provided is better than that of any in the 5th Circle, and the buildings are kept neater and cleaner than any other school of my circle....Teachers have been well trained in giving lessons." The same report speaks in the highest terms of the teaching of Geography, of object-lessons, and of the improvement in drawing in this school.

42. The *Vernacular Final examination* comes at the end of the vernacular secondary course. I have to report a fall in the number of candidates, partly at any rate due to the disturbances in school work occasioned by the plague. The results, too, were scarcely up to the level of the previous year. The attention of inspecting officers has been directed to defects which continue to mark the teaching of History and Geography, in which the story of a too general failure repeats itself year after year. Most boys who take the vernacular course finish their education at this stage, but some—a fit selection, though few—then commence their study of English in an English school where special arrangements are made for their instruction. Boys who travel this road, and reach the final goal of purely vernacular education, making use of their own language as the medium of instruction in all subjects up to that point, before starting on the English course, frequently prove in the end the most distinguished of our students. As an encouragement and help to boys to pursue this approved plan scholarships are awarded on the results of the examination (*vide* paragraph 34.)

43. Last year the Chairman of Gonda referred to the difficulty occasioned by an unforeseen reduction in the budget allotment for middle schools, which drove the board, much against their will to cut down the pay of masters, although that had recently been raised in obedience to instructions issued under the orders of Government. It was, however, eventually found possible to obviate the difficulty by a transfer of savings. It has not escaped general notice that, while funds have been provided for the improvement of primary education, and also of English schools, no special grant has yet been allowed for vernacular secondary education; the districts point out the need for further expenditure here also, if the middle schools are to maintain a proper status in the educational scheme, and they evince anxiety to raise the pay of the teachers so that it may not compare so unfavourably with what is given to teachers in other schools. The popularity of secondary education through the medium of the vernacular is shown by the increased attendance in the secondary department, and it is further evidenced by the Bijnor report which states that the accommodation in schools and boarding houses is insufficient, and that "it is impossible to overtake the increase in the numbers." It was also brought plainly before the notice of His Honour the Lieutenant-Governor, who during his tour in Kumaun found the school at Kanskhet filled to its utmost capacity, all the scholars being boarders. The needs of secondary vernacular education call for a considerable outlay of funds.

44. Of all the institutions managed by public bodies those under municipal boards are the worst. At Hardoi, in a dark and intolerably close building, described in the next paragraph, in utterly unsuitable rooms, there are 12 classes taught by eight underpaid masters. The Director-General, who visited the school, declared that "the provision made for vernacular education in this municipality

is a disgrace to it." Even the chalk provided for the blackboard was of the quality which makes a mark one time in three and a scratch the other two. Municipal Boards are left to themselves in these matters without the embarrassment of Government control. The orders fixing the minimum pay of teachers do not apply to them any more than to aided and private agencies. Mr. Chakravarti, Inspector of Schools in the 3rd (Lucknow) Circle, urges that Municipal Boards should be required to make over their *quota* of educational expenditure to the district board, to be spent within municipal limits according to rules. I regard this suggestion as a very sound one, making for simplicity and efficiency. He is convinced that similar shameful instances of mismanagement must be expected as long as municipalities are not subject to the same rules in educational matters as the District Boards.

School Buildings.

45. *English Schools.*—The general insufficiency and the occasional unsuitableness of school buildings are now regarded as obvious facts, and they could not fail to draw comments from the Director-General during his recent tour. Education is conducted under difficulties in a school house like the one at Shahjahánpur, where even the addition of new rooms does not touch the radical defects of the original building. Some extensions have been made at Sítapur, Rae Bareli, Hardoi, Partábgarh and Farrukhabad, and are being made at Saháranpur; and other obvious remedies of existing defects are being slowly applied here and there, as the limited funds allow. The buildings at Aligarh, Mainpuri, Etah, Hathras and Unao, among others, are not large enough. The Etah school was erected by Raja Dilsukh Rai of Kasganj, and is the property of his successor; hence there are difficulties in the way of enlarging it—ordinary repairs are executed by order of the Commissioner of the division. It is time that the board acquired the property, so that it might have the requisite authority to extend and alter the building; or else another school should be built. Mention has been made of the Ballia school in recent reports; the building is likely to be washed away by the Ganges within a year or two; but no decision has yet been arrived at with regard to the location of the new school, which may be required at any time on very short notice. Without any extravagance, considerable sums could be well spent on English school buildings.

Vernacular Schools.—It has already been noted that the attendance in these schools is outstripping the accommodation in various districts; Bahraich, Bijnor and Dehra Dún may be especially mentioned, though there may be other districts not less ill provided. At Dehra Dún the sanitation and lighting of the building now in use are likewise unsatisfactory; the use of a building as a school house, when it is condemned from the point of view of sanitation, ought not to be tolerated in any country. It is estimated that an expenditure of Rs. 7,000 would set things right there. I may mention that Dehra Dún is the premier district of the province as regards the extension of education among both boys and girls, and it may therefore be considered to have some claim to exceptional treatment in this respect. Two schools in Garhwál have nothing but sheds to work in. New schools have been built at Saháranpur (for Rs. 8,872), at Bulandshahr (for Rs. 9,392), and at Puranpur in Pilibhít district (for Rs. 3,799). At a moderate estimate three lakhs of rupees could at once be utilized on these schools, in which expansion is desired by Government and has, indeed, been encouraged by according sanction to a larger number of scholarships, and of greater value than hitherto, in connexion with the Vernacular Final examination.

As an instance of the way in which things may be mismanaged by municipal boards I would invite attention to the school at Hardoi, where public money has been wasted on a structure that is quite impossible as a school building. Mr. Orange visited this school in company with the Deputy Commissioner, and he writes:—

> "A school-house without windows is a curiosity which I have never before come across. There are eight rooms, of which four measure 16′×16′, two measure 16′×8′, and two 15′×5′. Not one of them is suitable for teaching and I can only express my commiseration for the pupils and teachers who are required to use them. In one of the rooms 16′×16′, windowless, lighted by one door 7′×4′, I found 50 boys and two masters. This allows less than 5 square feet per human being. The room looks towards the west and to-day there was an unusually keen north-westerly wind blowing; but the condition of the atmosphere in the room was quite intolerable. What it would have been like on a close day I can only conjecture with a shudder..... The boys deserve better things than the municipality provides for them in the way of buildings and staff."

Boarding-Houses.

46. *English Schools.*—A little, but only a little, has been accomplished during the year towards extending the accommodation in the boarding-houses attached to district schools. The matter cannot be dealt with systematically without the allotment of the requisite funds by Government. The sleeping accommodation at Etáwah has been increased, and a boarding-house for Muhammadans has been erected at Aligarh. At both of these places there is a reading and preparation room for the use of boys living in the boarding-house, a very proper provision. Other districts are in a similar case to Shahjáhánpur, where the accommodation is so limited that only a few boys who apply a long time beforehand can be admitted, the rest being left to manage for themselves in bazars.

Vernacular Schools.—The deficiency and sanitary defects of boarding accommodation are very noticeable in vernacular secondary schools. In the number of boarding-houses an increase of 50 per cent. is wanted, while generally much better provision should be made than is now to be found. I will not repeat descriptions of existing accommodation such as I have given in former reports. The want of boarding-houses is much felt in the districts of Lucknow, Unao, Shahjáhánpur and Hardoi. Something is done every year to improve matters. New boarding-houses have been erected, *e.g.*, at Aliganj, Nawábganj, Mát (for Rs. 5,316), Soron, Bulandshahr, also in Bara Banki and Hamírpur districts. Enlargements were effected in sundry places; but in other districts, as at Bareilly, the construction of new boarding-houses had still to be postponed for want of funds. In small towns there are seldom any houses that can be let for love or money, and boys from surrounding villages who wish to continue their studies beyond the primary stage are kept from joining a town school for want of a roof under which they may lay their head. At Bangermau, in the Unao district, 15 boys and a teacher have to live in the school building, the class rooms by day being turned into bedrooms at night. To forbid this would be to deprive boys of the education they are eager to acquire. So keen are boys to carry on their education beyond the primary stage that in some parts of the province, where there are no boarding-houses to receive them, they prefer to walk in from their villages 10 miles every day rather than lose the privilege of secondary education.

47. *Conduct of Scholars.*—As a general rule there is not much complaint made of the conduct of scholars in secondary schools; but there are exceptions which cannot be passed over in silence. The Chairman of one District Board, remarks on the increase of insubordination in the high school, and says:—"With false notions of liberty abroad, boys are apt to chafe against authority and acquire a habit of disobedience of orders which they have to rue afterwards." And the Commissioner expresses his opinion thereon that money spent on education which does not secure discipline is partly wasted. This is putting it mildly, for education without discipline is spoilt. At another high school there were four expulsions, and the second master, after the annual class examinations, was assaulted by boys who did not obtain their promotion, and since then he has felt it necessary for his safety to go about attended by a bodyguard. Punishments have had to be meted out to several boys for making false statements in the forms of application for admission. Anonymous charges against masters, attributable in the first instance to schoolboys, have been not infrequent. As an English paper recently remarked: "if signed, accusations are often groundless; unsigned, for the most part, they spring from malice and are invalidated by cowardice;" they should as a rule be ignored.

At the Husainabad School, Lucknow, an attempt is being made to train the boys in the rudiments of good behaviour; and the example is also being followed in some other schools.

CHAPTER VI.

Primary Education.

48. Including both primary and secondary schools for boys, the number of scholars in the primary departments is returned as 378,894, the figures last year having been 378,277. Of the total number 335,552 were attending primary schools, of whom 245,134 were in State schools and 86,143 in aided schools for Indians. The increase in the number of scholars in aided schools averages scarcely more than sixty boys in a district. Of all the boys attending public primary and secondary schools, 93 per cent. are in primary or preparatory classes; and of those who are thus in the primary stage only 12 per cent. have advanced to the upper primary section. More than four-fifths of public school boys are in the lower primary. *Vide* General Table V.

In vernacular primary schools for boys there has been a decrease of 31 schools and 6,468 scholars in the Agra division, where the Muttra and Agra districts lost most ground—a consequence of the severity of the visitation of the plague. Indeed the Muttra district in the latter half of the year lost about ten per cent. of its population, chiefly rural, and many villages lost twenty or thirty per cent. Almost all the plague-infected villages were, sooner or later, emptied of their inhabitants, who left for other places or encamped in the surrounding fields, and school attendance naturally decreased or ceased altogether. In some cases teachers were directed to hold schools under trees, but parents were unwilling to send their children to congregate thus with others and run more risk of catching plague. Several teachers died of the disease. The Chairman of the Board, Mr. Ferard, proposes to give teachers in future special leave on full pay if their schools have to be closed for a month or less, and on half pay for periods in excess of this; a wise and merciful measure that may be commended to the notice of other district officers, for it is indeed hard that a teacher employed by a Board should be liable periodically to lose his means of livelihood on account of the annual return of this dread epidemic. The Allahabad division lost 47 schools and 4,000 scholars, largely in the districts of Fatehpur, Hamírpur and Jalaun. The plague was at its worst in Ballia, where, however, notwithstanding this circumstance, school attendance was well maintained. In Benares plague contributed to lower the enrolment, but the Chairman considers that the decrease of 7½ per cent. is also due to changes made by Government in the original budget as proposed by the Board, though the effects of the reduction were mitigated by a subsequent grant of Rs. 3,000. The largest increase in the number of schools occurred in the Rohilkhand division. The districts of Gorakhpur, Bahraich and Moradabad have made marked progress in the number of scholars. Bahraich is one of the half dozen most backward districts, but under Mr. Streatfeild's helpful care it is gaining ground. Mr. Streatfeild finds that the great need is money, two or three thousand rupees more than the large special grant which has been given this year could have been well spent, and will be urgently wanted in the near future. In Moradabad, too, the progress recorded is due to the great interest shown by Mr. Winter, who not only instructed his officers to visit schools and get new scholars enrolled in their presence, but himself set the example, and also impressed upon villagers generally the importance of giving their children sufficient education to enable them to calculate their rent and to know the contents of papers they may have to sign in the ordinary course of their life. I may also mention that in the same district a beginning was made in the starting of school gardens on pieces of waste land adjoining the school; these were made and kept up entirely by the masters and boys, and their main object is to make the place look tidy and attractive and to interest the boys, though they may also serve to bring English vegetables to the notice of the villagers. Apart from this secondary aim, these gardens may easily be made a valuable auxiliary of the village school.

An example of zeal in the cause of education is given by Rai Shankar Prasad, a zamíndár of Korauna, in the Benares district, a man of advanced age and of good Hindi education. He had given a plot of land for the village school the year before last, and busied himself so successfully about the building that the Board had to find only about Rs. 50 towards the cost. Since then he has placed himself under the head teacher as an honorary assistant, and he could not have been more regular or more devoted to his duties, had his livelihood depended upon his exertions.

Education is most widely extended among the population in the Kumaun and Meerut divisions, and in the Dehra Dún and Almora districts, where nearly one quarter of the boys of school age are under instruction. The Oudh and Gorakhpur divisions are the most backward; and the Mainpuri and Kheri districts are the lowest on the list, with not one boy in twelve at school.

49. The total expenditure on boys' primary education, taking into account the primary classes of secondary schools as well as purely primary schools, amounts to Rs. 15,19,723 towards which public funds contribute Rs. 11,47,377. If Europeans are excluded, the corresponding figures for native boys are Rs. 14,12,385 and Rs. 11,21,565; and the amount derived from fees in their case is Rs. 1,87,354.

50. The average fee realized in district and municipal schools is about 4 annas a year towards an average cost of Rs. 3-9 as. per scholar; in aided schools it is under 2 annas toward an average cost of Rs. 2-3 as. These fees are much the same as last year, but there has been an enhancement of the fee rates in some districts, and in others small fees have been levied for the first time in Board schools. In Jaunpur the rates have been raised to 1 pice, 2 pice and 3 pice in the preparatory, lower primary and upper primary sections, respectively; in Farrukhabad the preparatory classes are still free, but the fee for the lower primary section is now fixed at 2 pice, and for the upper primary one anna; in Gonda the Board has resolved to levy fees at half the Farrukhabad rates; in Hamírpur, during the year, a fee of 2 pice has been imposed in the highest class of primary schools; in Azamgarh the rates have been raised and the sanctioned exemption of 20 per cent. poor scholars has been disallowed; in Bijnor the average fee in Board schools is 2 pice, and in aided schools 8 pice, and the Collector thinks the former might be doubled. In Dehra Dún, the district in which education is most widely extended, no tuition fees are charged. In Etáwah none have been levied hitherto, but it is intended to take them in future. These are a few facts about fees culled from the district reports, in which, however, these particulars are not as a rule given, so that I have not full information of the existing practice throughout the province. It will, however, be clear that the fees derived from lower primary classes by the Boards must be insignificant in amount and scarcely worth exacting; and that it would cost very little to make education up to the lower primary stage free in village schools in all districts instead of in some, as it is also in the Punjab for the agricultural population, and as there is talk of making it in Bombay as well. It is unlikely that the average fee in the preparatory and lower primary classes of village schools comes to as much as two annas a year; it may be nearer one anna. The policy of levying fees in these schools was approved by the Government of India on the recommendation of the Indian Education Commission of 1883; but the Local Government has not interfered with the liberty to regulate this matter for themselves which is by law reserved for the Boards; and in other provinces the same policy has not been universally enforced.

51. In general pursuance of the policy approved by Government the number of primary schools, both upper and lower, under management of the Boards shows a reduction, which is more than balanced by an increase in the number of aided and unaided schools of both grades. This change is associated with a decrease of 2,366 scholars and an increase of Rs. 5,678 in the expenditure. The diminished attendance may be ascribed to the disturbance wrought by the plague; but I note in the district reports that, notwithstanding the announcement of the policy of Government, varying opinions regarding the usefulness and advantages of aided schools as compared with Board schools are offered by the Chairmen of Boards. The Farrukhabad Chairman finds that the Board schools are undoubtedly more popular, and considers that their lower fees are only one of many contributing causes, among which he would include (1) the uncertainty in the permanence of aided schools, whose life often depends on the personality of the master, (2) greater official interference in Board schools—the closer control over which would appear to give the people more confidence in them, and (3) boys educated in aided schools have not the same avenues for advancement, owing apparently to the preference of employers coinciding with the confidence of the people. The Chairman of the Bahraich Board considers that the economy of the system is more apparent than real, and in so far as it is real it is at the sacrifice of efficiency, and undesirable; his Board has, however, set itself loyally to carry out the accepted policy, and has closed eight Board schools

and opened 15 aided schools. The Commissioner of the Benares division is not entirely satisfied with the Mirzapur aided schools; he says that as a rule they are simply inferior Board schools to which the parents of pupils contribute to no considerable extent. From Jhánsi it is reported that the teachers in aided schools are generally untrained, and this has much to do with their backwardness; but as good and efficientt eachers cannot be had on Rs. 5 or Rs. 4 per mensem, the grant given under the rules, practically nothing can be done to improve the quality of the teachers of these schools unless the people interest themselves in the matter; in this district 12 Board schools have been closed and 12 aided schools have been substituted for them, so that the views to which the Chairman gives expression have not been made an obstacle to the adoption of the Government policy. In Gonda the number of aided schools was increased from 35 to 51, and of their scholars from 1,255 to 1,793; but of these only 13 boys attempted the upper primary examination, and all met with a reverse, a result which the Chairman attributes to the incompetency of the teachers. Mr. Winter, however, as Commissioner of the Gorakhpur division, in forwarding the Azamgarh report, observes that aided schools are generally most useful in giving that elementary education in reading, writing and arithmetic which is all that the bulk of the population require, but he remarks that it is open to doubt whether they will usually be successful in training boys for entrance to the middle school. In Almora there is still a great demand for more aided primary schools, which the Deputy Commissioner is unable to satisfy for want of funds. The popularity of aided schools is a special feature of the Basti district; their number has now risen to 156, and the Chairman hopes to open 50 more with this year's grant; many of them, he says, "have proved by no means ephemeral, but fit to be converted into Government schools, if necessary." But the Government has expressed its disapproval of this procedure of first aiding a school and then, if it succeeds, converting it into a Board School (*vide* Resolution No. 691/XV—48-11-3 of 1903, paragraph 4). Yet the practice seems still to survive. It will be seen that the full advantages of the Government policy have not been generally realized throughout all districts, although in some places they are well appreciated. There would have been a more extended application of the policy but for the general deficiency of funds. This is specifically mentioned in several reports; in Fatehpur 21 aided schools were actually closed for want of funds. It seems necessary to mention here that the responsibility for carrying out the wishes of Government rests entirely with the District Boards, and that the Department can take no practical steps to promote that object in the various districts. The policy of the Educational Department necessarily coincides with that of the Government.

In addition to Board and aided schools, there are also unaided schools. In Saháranpur these are specially popular; there the parents judge the teachers from a moral and religious standpoint rather than by the possession of educational diplomas, and they leave the children entirely in their guardian care; personally attached to the parents these teachers of the old school often possess greater faculties for winning the confidence and respect of the people than the teachers of either Board or aided schools. But generally their number is very limited.

52. The standards of instruction in urban and rural schools are nominally the same, but in practice they must depend upon the qualifications of the teachers. District authorities have evinced an indisposition to spare trained teachers to instruct the primary classes of anglo-vernacular schools in the vernacular, and progress in the direction indicated by Government (*vide* concluding sentence of paragraph 12 of Resolution referred to above) is therefore not as rapid as it should be.

53. Many new school buildings have been provided by public expenditure or private liberality; but the insufficiency of accommodation remains a drawback to the spread of primary education, while the buildings and equipment are generally defective. It would be easy to collect abundant evidence for this statement from the reports of district officers who find themselves hampered by these obstacles, but it is scarcely necessary to dwell in detail on this matter year after year. The special grant commencing this year will enable the Boards to do something, though not very much, to comply with the ideals of the Government of India. It is pleasant to be able to record the remark of the Collector of Dehra Dún that he has been much impressed by the capital buildings of stone with corrugated iron roofs for village schools throughout that district. In the Partábgarh district school houses are reported to be a greater desideratum than teachers.

54. In most districts annual meetings of untrained teachers are held at convenient centres for the purpose of giving them some insight into modern methods of teaching. The meetings last ten days, but it seems desirable to extend them to a fortnight in order to increase their usefulness. They are attended by about fifteen teachers, and the deputy or sub-deputy inspector generally presides, though in some cases the Chairman of the District Board or the Circle Inspector has occupied the chair. The usual procedure at these meetings is for a trained teacher first to give a model lesson. After the method has been carefully explained to the untrained men, these are called upon in turn to give a lesson, and the other teachers write criticisms while the lesson is in progress. The criticisms are then read out, discussed and finally summed up by the presiding officer. Demonstrations of physical training are also included in the programme, and occasion is taken to supplement these purely professional features with lectures on topics of more general interest, literary or scientific, for the further enlightenment of the assembled teachers and the gradual widening of their mental horizon, and with this object the plan has been adopted in Benares of requesting those who attend the meeting to send in an abstract of these lectures within a fortnight. Annual meetings of this sort cannot fail to benefit the mass of untrained teachers and their scholars.

55. The experiment of appointing village school committees has been extensively tried during the year, but their constitution will probably have to undergo revision before they can play any important part in stimulating and maintaining an interest in primary education. In some cases members appear to be content with the honour of being nominated to the committee. It would perhaps be an advantage to allow the residents in a village to have a voice in selecting the members of the committee. The rules adopted in the Bánda district require the committee to visit the school together once a month, and there is to be an inspection by some member of the committee once a week; remarks are to be entered in the inspection book, and it is the duty of the committee to endeavour to secure regularity of attendance and to enforce discipline, to report irregularities and requirements to the Board for such action as may be deemed necessary, and to see that sanctioned repairs are duly carried out and due payments made. The Chairman considers that some of these committees show signs of life and that the experiment is worth continuing. Such committees are not found to be practicable in Partábgarh.

56. Many Chairmen of District Boards have adopted the useful plan of dividing their districts into circles and assigning a circle to the special care of a member of the Board, in the hope that the members will thus be induced to take a personal interest in the educational progress of their section, and pay more frequent and regular visits to the schools. But the apathy of members of District Boards is the subject of frequent comment, though there are numerous exceptions. In Budaun the plan works with admirable results in promoting good feeling between the teacher and the people. In Bara Banki each member is put nominally in charge of 5 or 6 schools, but only one member attempted any inspections.

57. The results of the upper primary examination have been generally satisfactory. Scholarships tenable in secondary vernacular schools are awarded by the districts to boys who pass this examination; and it has been noticed that most of them are won by boys reading in town schools. These scholarships are, however, chiefly intended to enable bright boys from village schools to continue their education in a town school; and it would seem desirable to reserve a certain number of them in each district for this class of boys.

CHAPTER VII.

Training Schools for Teachers.

(1) Training Institutions for Teachers in European Schools.

For Mistresses.

58. The training class in connexion with All Saints' High School, Naini Tal, has continued to do useful work. The examination in practical teaching was held at the end of October. The Inspector reported that the pupils did fairly well in reading and in black-board writing, and most of them did well in the criticism lesson. Defects in spelling and writing showed defective preliminary education in the students; and pains should be taken to make good this defect in the elements of knowledge. The reports of the examiners on the theoretical work were generally favourable, but in school management the results were, except in the case of a few candidates, scarcely up to the usual standard. The undue diffuseness of the answers is commented on by one of the examiners. In the final result all of the eight candidates passed, seven obtaining second grade certificates qualifying them to teach up to standard VII, and one a third grade certificate qualifying her to teach in the primary classes.

There has again been a change in the teaching staff of this class; and as an addition to it a Kindergarten section has been opened under a qualified mistress from England.

(2) Training Institutions for Masters for Native Schools.

(a) Secondary and Primary School Teachers, English.

59. *Government Training College, Allahabad.*—The number of students enrolled at the end of the year was 59, an increase of 11. It is to be noted that very few Muhammadans enter the college; there were only 4 during the year under review, the same number as in the preceding year. The allowances to deputed teachers were increased during the year in order to remove the grievances under which they suffered by loss of income while attending the college. This, together with the increments in the salaries of the staff, goes to account for the increased cost of the college, the expenditure on which, apart from buildings and repairs, has risen from Rs. 24,187 to Rs. 28,466. The charges for building and repairs amounted, in addition to Rs. 15,150, a new teaching theatre and more class rooms having been built during the year.

Vide General Tables III and IV.

There were 57 candidates for certificates at the end of the college course, many of them being experienced teachers who had been deputed to the college to enjoy the advantage of a course of training. Sixteen senior and thirty-two junior certificates were awarded on the results of the final written and practical examinations. It is a matter for satisfaction to find that students under training as candidates for employment are of better quality than the majority of teachers who have been deputed from their schools to undergo a course of training, in that it shows that men of higher attainments are becoming available for, and being drawn to, educational work. Junior students who have only passed the University Entrance examination are required to undergo a longer course than those whose general education is more advanced, with the object of improving their imperfect knowledge of school subjects, as well as of training them in the methods of teaching. This is a point which is apt to be overlooked, particularly by those who are keenly enthusiastic about the special training which is the prime object of this institution. Students who are only just not rejected at the Entrance examination of the University are often too weak in English or in Mathematics to be qualified to teach them in schools without devoting time to the matter of those subjects as well as to the manner of teaching them. The question is not simply *how* to teach, but *what* to teach. The special work of the college has been well done, as usual, under Mr. Kempster's experienced and capable guidance; but more attention must be paid to the subjects taught, particularly the two which I have mentioned above.

Two things are necessary. In the first place the district school, which serves as a model school where students under training obtain their practical experience in teaching secondary classes, should be placed directly under the Principal of the college. In the second place the junior model school, where the students practise teaching of primary classes, should have the full complement of classes, instead of only two classes as at present.

(b) *For Secondary and Primary School Teachers, Vernacular.*

Normal Schools for Masters.

60. A fifth normal school was opened at Gorakhpur on the 1st July 1904, in excellent premises and with a good staff. The number of students under training in all the normal schools during the year rose from 475 to 536. The work of the schools was satisfactory and the discipline was good, the only unfavourable note being that at Moradabad there is an evil habit of sending up anonymous petitions. The number qualifying for certificates is steadily increasing, and including 30 private candidates, amounted to 231 at the last examination. There are two questions that need consideration, firstly, whether private untrained candidates should any longer be admitted to the examination now that the facilities for training are being so widely extended; and, secondly, whether candidates who fail to qualify for the ordinary certificate may not yet be given lower primary certificates—if they are so worthless as to be unfit for this, their incapacity should be discoverable early during their course of training, and they should not be kept at the normal school for the complete course.

Vide General Tables III and VI.

The total cost of maintenance of the five schools was Rs. 69,686.

Vide General Table IV.

At Agra additions and alterations to the buildings have been made, and accommodation for 40 extra students has been provided. Similar extensions have been undertaken at Lucknow and Moradabad.

It has been decided to build five more normal schools, which will give one school to each division, with an extra one for the Bundelkhand section of the Allahabad division. The new schools will, therefore, be at Meerut, Fyzabad, Benares, Jhánsi and Almora. As a supplement to these institutions training classes of a lower grade, with a course of one year instead of two, are being opened in each district for the teachers of lower primary schools and for candidates for employment in that capacity. Moreover, rules have been issued for convening primary school teachers in periodical meetings at centres near to their schools in order to acquaint them with the rudimentary principles of teaching, and to enlarge their intellectual interests in other ways, (*vide* paragraph 54).

(3) Training Institutions for Mistresses for Native Schools.

Normal Schools for Women.

Vide General Table III.

61. *Government Normal School, Lucknow.*—The number of scholars under training is 21, of whom 15 are distributed in the three training classes, and the other six have been kept under observation as teachers after having passed the examination the year before. For want of room many applications for admission had either to be refused or to be kept pending till the school could be moved into its newly erected buildings. The committee appointed during the year to advise the Government with regard to the best way of promoting female education reported that they had every reason to feel encouraged by the result of the experiment made in opening this school, and to find in it the justification for the belief that the system is capable of development. They recommended that more normal schools should be opened.

The second Certificate examination was held in May 1905. Of the six pupils in the class, one was prevented by illness from attending; the other five passed an excellent examination and obtained certificates. They are all Musalmans; and they should be available at once as teachers. Miss Leetch, who has charge of the training class at Sigra, conducted the practical examination, and her evidence, as that of an external examiner, is valuable; she writes :—

"Having had some opportunity of knowing the educational results generally obtained after considerable effort among *zanana* women, I am much surprised and gratified at the state of efficiency to which the Training Class has been brought, and I consider the results reflect great credit on those who have had the management and working of it."

Sigra Female normal school, Benares, is managed by the Church Missionary Society and trains native Christian girls. The mistress in charge is a fully qualified trained teacher holding a first class diploma. An additional special grant by Government has enabled the institution to award stipends to students, and it is hoped that this will attract girls to the institution and keep them until they complete their course. In the teachers' examination, eight pupils were present of whom four qualified for certificates.

Isabella Thoburn College, Lucknow, continues to train teachers, but no report of the work done has reached me.

CHAPTER VIII.

TECHNICAL EDUCATION.

SECTION A.—*Industrial School, Lucknow.*

62. The rapid rise in the number of boys reported last year owing to the reintroduction of elementary general education has been maintained, and the school is once more gaining popularity. On the 31st March last there were as many as 161 students receiving instruction, as compared with 94 and 18 on the same date of the two previous years respectively. The steady growth of the school under the present system shows that the people appreciate the benefits of a manual training when coupled with some general education; and if the school is allowed undisturbed work on the present lines it is hoped that the numbers will continue to rise, and that the school will take an important place in the educational system of these provinces. It is doing useful work in training the hand and the eye in the junior classes, and in imparting to young men before they leave the institution sufficient training in certain industries to give them a considerable advantage over those who have not enjoyed similar privileges. That there is a demand for some education of a technical character is proved by the fact that not one of the students who have been educated in this institution is at present out of employ, as far as is known to the school authorities. There is not much room for doubt that this school reaches a class of boys who, but for the special opportunities given here, would have gone without any education at all, and this fact alone would seem to justify its existence. The rise in the numbers would be still greater if there were a boarding-house in connexion with the school.

Vide General Table III.

Out of 161 boys there were 29 sons of artizans, against 14 in 1903-1904. Of the rest 13 were sons of traders and shopkeepers, 59 of clerks and mukhtárs, 6 of doctors and hakims, 16 of landowners and agriculturists, 12 of pensioners and wasika-holders and 23 of servants. There were 118 Muhammadans, 42 Hindus and 1 Christian.

The number of students, class-wise, was as follows:—special drawing classes, 6; ordinary classes, 47; preliminary classes, 108.

It is often objected that the chief attraction of the school in the eyes of the public consists in the fact that it trains drawing masters for district schools; but the small numbers in the special drawing classes negative the theory.

At the close of the year 131 boys were attending the courses of instruction in carpentry, joinery, wood turning and cabinet work, and 30 in the iron and steel forging and fitting and machine work courses; 53 were learning English and 158 Vernacular (Urdu or Hindi).

A core and mould drying stove was constructed during the year, the whole of the iron fittings and chimney for which were made by the boys in the iron forging and fitting courses. A complete set of nut facing and set pin finishing chucks were also made in the iron and steel turning and screw cutting courses.

As no student has yet reached the highest or final class since the revival of the school with the new curriculum, no one has qualified for a final certificate.

The success of the institution is largely due to the energy and ability with which it is conducted by Mr. P. H. Swinchatt, the Head Master.

SECTION B.—*Medical Education.*

63. *Medical School, Agra.*—The number of students on the rolls during the year ending 15th May 1905 was 297 as against 258 in 1903-1904, of these 225 were males and 72 females. The results of the final examinations were satisfactory. The percentage of successful candidates in the civil class was 86 this year against 69 last year, and in the military class 78 against 56. Of the 12 female candidates 9 were successful, and one, Kamini Dutt, headed the list, gaining the Viceroy's silver medal and the Lady Dufferin's prize of Rs. 20.

Owing to the increased demand for hospital assistants in these provinces the number of candidates to be admitted in the school has been raised from 50 to 75 from July 1905. The educational test for these candidates has also been altered from the middle class anglo-vernacular to the School Final or the Matriculation Examination of a University.

The hostel for students is nearly completed. It contains 84 rooms to accommodate 168 students. The foundations of an anatomical theatre have been commenced, and the construction of quarters for resident hospital assistants will shortly be taken in hand.

The staff of the school has been increased and strengthened by the appointment of an additional assistant surgeon, two additional whole-time demonstrators and three resident hospital assistants.

SECTION C.—*Agricultural School, Cawnpore.*

64. The post of Principal has been held throughout the year by Mr. B. V. Patwardhan. A revised scale of staff, giving more teachers and higher salaries, has been sanctioned, and will be introduced in the current year. The men selected as teachers of chemistry and botany have been working in technical laboratories for some months to qualify them for their posts. The development of the school into a college has been determined upon, and will shortly be carried into effect.

The course of studies has been revised during the year in order to give greater elasticity. It now consists of (*a*) a general course which all students must take, and (*b*) special courses, at least one of which must be taken. The special courses are, (1) kanúngo's work, (2) estate management, (3) farming, (4) horticulture, (5) work for the agricultural department; that is to say, as soon as the students have mastered the general principles of agricultural science, they will receive technical training in the branch which they choose as their life's work.

The working of the school was seriously disturbed by repeated outbreaks of plague in the neighbourhood; and eventually, on the advice of the Civil Surgeon, the school was closed in February, the mid-term examination being treated as the final test. There were thirty-six students in the second-year class (including special admissions) of whom twenty-nine were allowed to pass. The first-year class includes twenty-five students.

The much-needed extension of the boarding-house has been in progress during the year; the project for building laboratories was necessarily deferred until the question of establishing an agricultural college in place of a school was settled.

SECTION D.—*Night Schools.*

65. There is a well-managed railway night school at Lucknow in which the European and Eurasian apprentices of the Oudh and Rohilkhand Railway carry on their studies. The number on the rolls is 41. The hours are from 6 to 8 in the evening, and it is reported to me that some of the boys who live at a distance complain that they find it difficult, if not impossible, to get food between the closing of the works at 4 P.M. and the hour at which the night school begins. They and indeed all the boys say that they would gladly come in the morning, even if they received no pay for their two hours' absence from the works. The Inspector of European schools considers that if such an arrangement could be made, the boys would be able to study to better advantage than they can under existing circumstances. It would appear better for the Company to build a hostel for the apprentices, with a common room in which the night school could be held.

The so-called Commercial Night School in Cawnpore is under the management of a committee of prominent native officials, Municipal Commissioners, and *raises* of the town, but it is not a satisfactory institution. It has an enrolment of 52 scholars, and charges fees ranging from 4 annas to Rs. 5. Few only of the scholars have regular day employment, such as would make it necessary to have a night school for them.

CHAPTER IX.

Female Education.

66. The number of institutions for the education of girls has gone on increasing, having risen from 800 to 833; of these 588 are under public management. The number of scholars has, however, declined from 26,048 to 25,812; the fall occurs in the Agra and Benares divisions, where it may certainly be traced to the severity of the visitation of the plague in those areas. Of the total number of girls under instruction 46 were studying in Arts colleges, 3,304 in secondary and 18,309 in primary schools, 44 in training schools and 72 in other schools of a special nature. Besides these there were 85 girls reading in advanced and 3,952 in elementary private schools. Of girls, as of boys, only an insignificant fraction of the pupils emerge from the lower primary stage. *Vide* General Table I.

67. The total direct expenditure on female education, including colleges, was Rs. 4,40,519 in comparison with Rs. 4,37,366 in the preceding year. The sum devoted to primary education was Rs. 1,37,301. *Vide* General Table II.

68. In Dehra Dún more than 6 per cent. of the girls of school age are at school, in fact female education there is almost as general as that of boys in Mainpuri. Unao and Ballia, the latter with only 8 girl scholars out of nearly a million inhabitants, stand at the bottom of the list. Marked progress has been made in Moradabad and other districts in the first circle, as also in Lucknow. The people are beginning to desire education for their girls and to ask for schools for them in many parts of the province. The Collectors of Bareilly and Bara Banki report that public opinion is undergoing a great change, the prejudice against educating girls is giving way and parents wish to have their daughters taught. The hillmen of the Kumaun division would be glad to have their girls as well as their boys taught, if they had the facilities. At least ten more good schools could be opened in Almora if there were funds for them. In Bánda two donations of Rs. 100 each and other smaller donations and subscriptions were received for girls' schools, all absolutely spontaneous. The interest of prominent residents of the Bijnor district was manifested in a similar way. Mr. Winter, Collector of Moradabad, raised funds to open a school, which will, it is hoped, be in full working order this year under a Hindu lady of superior attainments as headmistress. At Pilibhít the Collector, Mr. Hussanally, opened a new school for parda-nashin girls in order to enlist the co-operation of the higher classes in the cause of female education; a parda-nashin lady was put in charge and she has made a beginning with 26 pupils; the Collector thinks that a great future lies before this school if it continues to receive the attention and encouragement that are needed at the initial stage. In the rural tracts of Jalaun it is the Thakurs who are most eager to give their girls some education, but in the towns the Thakurs are few in number and Brahman girls preponderate.

Three more departmental schools, generally called model schools, have been opened, *viz.*, at Gonda, Gházipur and Chunar. Similar schools are desired at Benares and Almora. The Bahraich school is very flourishing, with a roll of 97 girls, and further expansion is impossible with the present accommodation and teaching staff.

The Kannya Pathshala, Dehra Dún, under the management of ladies and gentlemen of the station, continues to do good work. The number of pupils reported is 60, of whom 17 are Brahmans, 16 Kayasths and 13 Kshatriyas. There is a boarding-house, but it is not large enough to accommodate all applicants for admission. The 16 boarders are divided into two sections, class A paying Rs. 12 per mensem, and class B Rs. 6; some of them come from distant places like Secundrabad, Hardoi, Muzaffarnagar, Jaipur, Najibabad and Ajmer. The municipal grant has been increased from Rs. 50 to Rs. 70 a month. Order, neatness and cheerfulness are the prominent features of the school; instruction is given in all needful branches; and physical drill is not neglected. The fee rates charged are higher than those prescribed for Government English schools for boys. Muhammadan girls will be taken when a sufficient number present themselves to require a separate teacher.

69. The number of girls reading in boys' schools is returned as 3,146 against 3,138 in the preceding year. In Agra the majority of girl pupils receive their education in the ordinary village schools, at practically no cost to the district; and a *Vide* General Table III.

year's report it was mentioned that for want of funds the school authorities were unable to award stipends to induce students to complete the course. Accordingly an additional grant of Rs. 600 per annum has been sanctioned by Government for two years.

Isabella Thoburn College.—Training classes are conducted in this institution. A curriculum has been adopted somewhat similar to that of the Allahabad Training College. There were twelve students under training in these classes and working under competent mistresses. The Inspector reports highly of the state of efficiency of this department and of the promise it holds out for the future. Only one pupil teacher presented herself for the final examination; her practical work was very thorough, and she displayed skill in lessons on objects and in the various subjects of study.

CHAPTER VIII.

TECHNICAL EDUCATION.

SECTION A.—*Industrial School, Lucknow.*

55. The experimental works in the bazár workshops, the night school and the Roorkee Preparatory classes were all abolished during the last year as they had not proved successful.

The revised scheme with re-introduction of some literary education came into force on the 1st July.

At the close of the year there were 94 boys on the rolls against 18 and 59 in 1902-1903 and 1901-1902 respectively. Out of the total number of 94 boys there were 14 sons of artizans against 2 in the preceding year. Of the rest, 25 were sons of clerks and mukhtárs, 16 of menial servants, 9 of shopkeepers, 8 of pensioners, and 5 of professional reciters and poets. There were 63 Muhammadans, 30 Hindus and one Christian on the school rolls. The increase of Muhammadan boys is chiefly due to the students admitted from Husainabad and Shah Najaf institutions, all of whom are Muhammadan boys. *Vide* General Table III.

The distribution of students class-wise on 31st March last was :—(1) Special Drawing, 3 ; (2) Ordinary class, 21 ; (3) Preliminary class, 70.

Almost all the boys of the school having been newly admitted without the necessary qualifications for the ordinary course have had to be consequently in the preliminary section.

Seventy-six boys were learning Woodwork and Drawing, and 18 were getting instruction in Ironwork and Drawing. There were 24 boys receiving English education at the close of the year.

The results of the annual examination were not good, owing to the short time the present scholars have been under instruction. There having been no students in the highest class of the school (as most of the advanced students during the many changes had already left the school) no one could be recommended for a final certificate.

Two boys who were formerly at the school have been appointed Drawing Masters during the year at the Queen's Anglo-Sanskrit School, Lucknow, and at Maurawan, district Unao. Both of these are aided schools.

Expenditure.—Total expenditure on the Industrial School during the year 1903-1904 amounted to Rs. 10,387, out of which Rs. 893 was met from fees and income from the Manufacturing Department and other sources. The net expenditure therefore was Rs. 9,494 against Rs. 12,450 in 1902-1903. This decrease is mainly due to the abolition of the bazár workshops and the night school establishments and contingencies. *Vide* General Table IV.

The incidence of cost per boy during the year under review was Rs. 144.

A new furnace has been completed and fitted with a substantial sheet iron chimney and other details, the whole of which has been constructed by the students of the school. This furnace will be most useful in the casting and moulding course.

It has been again necessary to use the corrugated iron shed for a wood working shop, owing to the large number of boys receiving instruction in this section ; and it is hoped that something may now be done to carry out the alterations and repairs to the floor and ventilators of these sheds, which are urgently required.

Major Atkinson, Principal, Roorkee College, inspected the school in November last and noted as follows :—

"I am very pleased to find that the recommendations of the Committee as sanctioned by the Government are bearing fruit. The attendance is steadily increasing in numbers, the arrangements made by the Headmaster to give effect to the new curriculum are sound and show that he puts a good deal of intelligence and zeal into the work. The school now gives promise of doing well and of giving a real Industrial Training to boys."

SECTION B.—*Medical Education.*

56. *Agra Medical School.*—The number of students on the rolls during the year ending on 15th May 1904 was 258 as against 244 in 1902-1903. Of these 204 were males and 54 females. The results of the last Final Examination were satisfactory; the percentage of successful candidates was 69 in the Civil Class and 56 in the Military Class.

The new Eye Hospital was opened on December 1st in the old building of the Lady Lyall Hospital. The Assistant Surgeon appointed specially for this hospital gives a special course of lectures with clinical demonstration on diseases of the eye. The hospital will afford the school opportunities of giving the students a thoroughly practical training in eye diseases.

The new Lady Lyall Hospital was opened on 15th September 1903. The provision of the good lecture rooms and improved accommodation of this building will be a great advantage to women students.

The Students' Hostel is under construction and will be nearing completion by the end of the current year.

SECTION C.—*Agricultural School, Cawnpore.*

57. The Director of Land Records and Agriculture reports that the work of the school suffered from unavoidable changes in the staff of assistant masters. The scale of salaries is too low to enable the school to retain really competent teachers of the difficult subjects included in the school course. This matter has been represented to Government in connexion with the scheme for affiliating provincial schools to the Imperial Agricultural College.

The expenditure has risen from Rs. 3,358 to Rs. 3,546.

Vide General Table IV.

The class admitted in 1902 consisted of 29 students of whom 25 were candidates for kanúngoship. The final examination of this class was held in April 1904, and was, as usual, conducted by the officers of the department: 25 students passed, three failed, and one was expelled for unfair practices during the examination. The class admitted in 1903 numbers 30, of whom 25 are candidates for kanúngoship. It is to be regretted that more students of the landowner class are not attracted to the school.

The outdoor work has been continued on the lines noticed in previous reports, and has been generally successful. The various school clubs have prospered, and steps have been taken, entirely on the students' own initiative, to found an old boys' association, a movement which may do much good.

The buildings will shortly be increased by the erection of a new boarding house, and plans for the much-needed laboratory are being prepared in the Public Works Department.

The sanitary arrangements have been further improved by the construction of a masonry drain, and the health of the boarders has been excellent.

SECTION D.—*Night Schools.*

58. *The Commercial Night School, Cawnpore.*—This school was opened last year in the building of the Society for the Propagation of the Gospel Mission School, Generalganj, Cawnpore, in the heart of the business quarter, at the special request of the mahájans and banias of the city. It is specially meant for boys and men of the working class who are engaged during the day in business. Students are drawn from all classes of the community. A postman, two tailors, a tinman, several carpenters, two compounders, a few clerks, many banias and mahájans and a teacher have up to the present joined the school. The number of scholars on the rolls on 31st March 1904 was 22, but the roll increased in June last to 52. Instruction is given in any or all of the following subjects:—Hindi, Urdu, Bahi-Kháta, Office work, Telegraphy, Mahájani and English; it is hoped, if funds permit, to add short-hand and type-writing. English is the most popular subject; next comes Hindi, which is closely followed

by Bahi-Kháta and Mahájani. At present the teachers are voluntary workers. An application has been made to the Municipal Board for assistance to the school, without which there is the danger of its collapsing. It is under the management of a committee composed of prominent native officials, Municipal Commissioners, and *raises* of the town.

Railway Night School.—There is a night school in Lucknow for European and Eurasian apprentices employed in the Locomotive Workshops, in which instruction is given in arithmetic and mensuration. The classes meet also on Saturday mornings for freehand and mechanical drawing. The school receives a grant from Government, and the Oudh and Rohilkhand Railway Company also give a monthly grant of Rs. 2 per scholar.

CHAPTER IX.

FEMALE EDUCATION.

Vide General Tables I and V.

59. In the number of institutions for the education of girls there has been a considerable increase, *viz.*, from 658 to 800. Of these 582 are public schools. The number of scholars shows a corresponding growth, *viz.*, from 21,887 to 26,048. Of these 20,749 are in the primary stage. The number 26,048 includes 3,138 girls reading in boys' schools. This gives a percentage of scholars to the female population of school-age of ·75.

The expenditure on girls' schools has increased from Rs. 3,71,874 to Rs. 4,23,376. This is due to the provincial expenditure on model schools; to the local fund expenditure on board and aided schools, which have shared equally in the more liberal grants; and to the additional municipal support of aided schools: but other sources have contributed most to the increase, particularly in aided primary education.

The portion of the above expenditure devoted to primary education is Rs. 1,32,099.

60. The Isabella Thoburn College at Lucknow has maintained its high reputation. There are 17 aided and two unaided English secondary schools for native girls. The number of scholars returned is 1,852, of whom 310 are in the secondary department. Six candidates were sent up for the Entrance examination from the Isabella Thoburn School, all of whom passed; two were placed in the first division, one occupying the place of honour at the head of the list of successful candidates; three of the others passed in the second division. From Woodstock School, Mussoorie, two girls presented themselves and passed, one in the first and one in the second division. One passed from the Dehra Dún Girls' High School, and one from Mary Wanamaker's School, Allahabad.

There were 56 girls from the United Provinces who appeared at the English middle examination for girls, and 28 passed. The following schools were the most successful, Dehra Dún Girls' High School (passing 7 out of 8), Moradabad Girls' Boarding School (5 out of 7), Isabella Thoburn School (4 out of 5), Fyzabad Girls' Boarding School (3 out of 4), and Mary Wanamaker's School (3 out of 4).

The Isabella Thoburn and Fyzabad schools each secured a place in the first division. There were 24 in the second division, and only two girls in the third.

There is only one aided vernacular secondary school; of its 50 scholars only three are in the secondary department.

No girl appeared in the Vernacular Final examination, but in the list of winners of High School scholarships the name of a girl candidate from the Girls' High School, Allahabad, appears.

The number of primary schools for native girls is 520, and of scholars enrolled in them 16,349. Twenty-nine model schools have been opened under Government management; the number of district or municipal schools has increased from 194 to 212; of aided schools from 207 to 256; and of unaided schools from 7 to 22. The expansion has therefore been general, and appears to indicate a real, if still limited, demand for more girls' schools. In Benares the number of schools more than doubled, while the attendance more than trebled; the teachers are usually women related to the teachers of boys' schools in the same locality. There is found to be considerable eagerness on the part of parents to send girls to school, in order that a little instruction may be had before early marriage puts a stop to it. These girls can rarely get beyond the preparatory classes or infant standard. There is a Lahori Tola Girls' School in Benares, established in 1902 and in receipt of aid from the municipal and district boards conjointly; there are 50 girls on the rolls, chiefly Bráhmans and Khattris. The Deputy Inspector writes of it: "unfortunately the girls in such schools do not stay long on account of early marriage. The school has within its brief span of existence witnessed three generations of scholars."

In Bareilly the people are beginning to appreciate female education; the interest of Háthras is awakened; in Sháhjahánpur, Etah, and

Jalaun there has been notable progress. The model schools at Aligarh, at Ráth in Hamírpur district, and at Chilkana in Saháranpur district are specially mentioned as in a flourishing condition; it is reported that if conveyance were provided for the girls the numbers at Aligarh might be doubled. In Cawnpore six new aided schools were opened. In Garhwál the demand for girls' schools cannot be met for want of funds. In Almora, if requisite funds are forthcoming, many more schools could be opened. In a school in Budaun the falling off in attendance is attributed to the abolition of an assistant teachership on account of want of funds. In Mirzapur four out of six girls' schools had to be closed for want of funds.

The difficulty in securing competent teachers is naturally felt more and more with the rapid increase in the number of schools. Schools in various districts have had to be closed, women not being available as teachers. Others could have been opened had it been possible to find teachers. Sometimes the difficulty is met by appointing a local schoolmaster approved by the inhabitants.

In some districts, and to a limited extent, the local Boards sanction the opening of the ordinary village schools to girls up to eight years of age, as well as to boys. In the Agra district most of the girls at school are thus taught with the boys.

The practice of teaching little girls and boys together should not be regarded as foreign to the notions of the people, at least of Musalmáns. Sheikh S'adi has a story of a schoolmaster who was entrusted with the joint education of a multitude of fair boys and young maidens; and the fact is mentioned as if it were nothing out of the common. It seems, therefore, a pity that in places where girls' schools cannot be opened for want of funds, one man should prevent his neighbour from having his little girls taught with little boys in accordance with a time-honoured custom of Muhammadan countries, and a custom which should specially commend itself by its economy in a province where educational progress is seriously arrested by want of funds.

It is reported from Benares that the average cost to the Board per scholar in a Board's school is Rs. 2-1-0 and in aided schools under missionary management the charge per pupil borne by the Board is double this; but in the latter schools the children remain on much longer and get better teaching. Throughout the province the average cost to public funds of a pupil in a Board school is Rs. 5·2 and in an aided school Rs. 3·4.

61. The Kanya Pathshála at Dehra Dún, to which I referred in paragraph 54 of my report last year, continues to prosper. It has the advantage of securing the services of competent lady teachers belonging to respectable families. The success achieved reflects credit on the devoted lady Superintendent, Shrimati Maha Devi. The attendance has increased during the year from 65 to 90. His Highness the Rája of Tehri has made a donation of Rs. 5,000 towards a building fund, and has undertaken to contribute Rs. 300 annually to the school; and a further sum of about Rs. 1,000 has also been received towards the fund from sympathizers in the Tehri State. In Dehra Dún itself nearly Rs. 20,000 have been subscribed, including the following generous amounts: Lála Balbir Singh and Shrimati Ram Devi, Rs. 5,500; Seth Lachmi Chand, Rs. 4,000 (to make provision for orphan boarders); Shrimati Kora Devi, Rs. 3,000; Mahant Lachman Das, 1,000; Babu Jyotis Sarup and Mrs. Jyotis Sarup, Rs. 1,000; Mohar Singh, Lachmi Chand, Baldeo Singh, Rs. 1,000. This sum of nearly Rs. 26,000 was subscribed during the short period of 27 days, and over Rs. 10,000 was realized. Many of these donors in Dehra Dún are likewise monthly subscribers, contributing between them Rs. 66 a month towards the current expenses of the school. The liberality of all these ladies and gentlemen deserves acknowledgment.

The difficulty now is to find a suitable building site. An application was made to Government for a plot of land that seemed convenient; but it could not be granted, and hence the further appeal to the public for funds has been postponed.

CHAPTER X.

EDUCATION OF SPECIAL CLASSES.

SECTION A.—*Europeans and Eurasians.*

62. One of the aided schools on last year's list (the Priory School, Naini Tál), and one private scoool, (York House School, Mussoorie) have ceased to exist.

The St. Joseph's High School, Allahabad, has been reduced to the status of a middle school. In other respects the schools are as last year. The enrolment in aided schools has increased by 65, and fallen off in unaided schools by 32; the total being 4,250.

63. There has been a considerable increase in the amount of grants to the schools. The ordinary grants have risen from Rs. 1,09,960 to Rs. 1,12,929, and special grants to the amount of Rs. 29,124 have also been made, as well as cadet grants amounting to Rs. 8,116. The usual grant of Rs. 3,060 has been made to the Training Class in connexion with the All Saints Diocesan School, Naini Tál. Grants towards the purchase of type-writers were applied for and given to three of the schools.

The total expenditure on aided schools shows a decline of Rs. 31,500; the reduction in fee income exceeds this amount.

64. The annual examinations were held on the 30th November and following days. There was a considerable increase in the number of boys sent up for the middle school examination, but fewer appeared for the primary. The results at the two higher stages indicate improvement in the schools; St. Joseph's, Naini Tál, passed 19 out of 25 at the high school examination, with two boys in the first division; La Martinière, Lucknow, passed 24 out of 32; the Philander Smith Institute passed all its nine candidates. The girls from the All Saints High School, Wellesley, and St. Mary's Convent, all at Naini Tál, did very well, as did likewise those from the Girls' High School, Allahabad.

65. A large number of teachers have been "under observation," working for the proficiency certificates. Some of those who gave in their names to begin with have withdrawn, because of the uncertainty in connexion with the rules in the new Code.

66. As the result of the recommendations of the Text-Book Committee a circular was issued to all the schools giving a list of the books approved by the Committee from among those submitted by publishers, as Geograpy Readers, History Readers, Science Readers and Text Books in Geography. The Inspector was not able to start fresh work in this direction, as very much of his time and energies had to be given to work in connexion with the extensive and detailed inquiries made about the schools by the Committee of Directors appointed by the Government of India.

SECTION B.—*Hindus and Muhammadans.*

67. Of the increase of 9,751 in the number of scholars in the year under report Muhammadans contribute 1,228 and Hindus 8,159. The percentages of increase are therefore 1·3 and 2·1 respectively over the last year's figures. This shows that Muhammadans do not yet realize the benefits of education so fully as Hindus. The percentage of Muhammadans of a school-going age at school is still however a good deal larger than that of Hindus, being 9·3 as against 6·5. In public institutions the number of Muhammadans has declined from 62,341 to 61,354, but in private institutions their number has risen from 30,180 to 32,395. With Hindus the case is quite the reverse. Their number has increased in public institutions, but in private institutions has declined. The large decrease among Muhammadans is in primary schools for boys. It is satisfactory to note that the number of Muhammadans in primary schools for girls has increased by more than 200.

SECTION C.—*Colvin Taluqdárs' School, Lucknow.*

68. At the end of the school year there were forty-one scholars on the roll. Since then there have been new entries, and further

admissions will have to be refused until the boarding accommodation is extended. New quarters are therefore urgently needed. It is also said that the roofs of the old boarding house are beyond repair. The present financial position of the school is good, and at the close of the year there was a credit balance of Rs. 6,783.

One of the three candidates presented for the Entrance examination passed. It is customary for boys who have passed the Entrance examination to continue to reside at the Colvin School while attending classes at Canning College. One of these, Sheikh Sajid Husain, has obtained the B. A. Degree, and two others have passed the Intermediate examination.

Mr. Davis, the Principal, gives a satisfactory report of sports, games and the riding school.

SECTION D.—*Reformatory School, Chunár.*

69. During the year there has been a marked improvement throughout this institution.

The school has made very marked progress. The number of teachers has been increased from 4 to 7. The results of the half-yearly inspection show that very good work has been done. Further improvement may be looked for with the present large staff of teachers.

More tools are wanted, and the pay of trade instructors and warders is said to be inadequate.

During the year ending on 31st December 1903 33 boys were admitted and 39 were discharged. The average daily number of boys during the year was 221 against 240 in the previous year.

The general health of the boys has been satisfactory, but this year too the number of admissions to the hospital due to malarial fever was heavy. A whole-time resident Civil Hospital Assistant and a Compounder have been appointed, and it is hoped that the new arrangement will lead to better results.

Religious and moral training has not been neglected, and the conduct of the boys is reported to have been very satisfactory.

Pottery and stone-cutting added last year to the industries taught in the school are progressing satisfactorily.

The total expenditure on the school during the year under report was Rs. 21,787 against Rs. 23,400 last year. *Vide* General Table IV.

Of the 146 boys discharged during the last three years 88 are reported to be of good character, 83 being employed in trade, industries or agriculture, and 5 living unemployed with their friends. Only 8 are reported to have been reconvicted.

CHAPTER XI.

PRIVATE INSTITUTIONS.

Vide General Table III.

70. The returns for these institutions show 5,456 schools, being 44 less than last year. The number of scholars is given as 74,018, or 1,681 less than last year. The decrease in scholars occurs among Hindus, and that in all classes of these schools. Among Muhammadans there has been a general increase in the number of scholars, amounting to 2,215 altogether. The increase in the Allahabad Division, which was recorded last year, has not been maintained, the falling off in schools being 23 and in enrolment 608. More than half of the schools and scholars are found in the Fourth Circle (Meerut and Rohilkhand Divisions) where there is a net increase of nearly 200 institutions of this class, and a rise in attendance of nearly 4,000. In that circle there has been an increase of some ten per cent. in the number of private institutions for boys, teaching the vernacular only or mainly, and a corresponding increase in the enrolment. In schools of this class for girls the number of schools is stationary, but the number of pupils has increased by almost 50 per cent. There is an increase of 170 Quran schools, with 783 scholars. One Hindu is returned as a scholar in these schools; his father is a friend of the Maulvi of the mosque in which the Quran school is held.

As Mr. Murray remarks, although a great deal of the education given in the institutions dealt with in this chapter may be of poor quality when judged by Western standards, it is almost certainly better than nothing, and it may not improbably lead on to something better in the future.

The work done at the Arabic schools at Deoband and Bareilly, and at the Sanskrit schools at Pilibhít and Thákurdwára, is of a higher order and deserves special mention.

CHAPTER XII.

PHYSICAL AND MORAL TRAINING.

71. The Inspectors report very favourably of the increased interest and increased success in physical training during the year. Gymnastic and drill instructors have been added during the year to the staff of the district high schools at Bulandshahr and Muzaffarnagar, and they are now maintained in most English secondary schools under the control of the Department. In many aided schools also prominence is given to sports and athletic exercises, particularly when the headmaster and his assistants take a keen interest in the physical training of their boys. The inclusion of drill in the curriculum has served to quicken interest in the physical side of education, and further improvement may be confidently expected. The immediate effect has been shown in the general better bearing of the pupils; they walk better, hold themselves better, and look brighter and more cheerful.

In the Agra Circle there were as usual two tournaments (divisional). High praise is given to the representatives of the Victoria High School, Agra, for the discipline and good tone of their conduct in the field. In the Agra tournament St. John's Collegiate School as usual won the first place. In the Jhánsi tournament the MacDonnell High School attained the highest success. The Inspector remarks that schools attached to colleges have an advantage over district schools in that they can draw on their college staff for assistance in training, for supervision, and also for funds. Mr. Welby has taken a personal interest in cricket, in improving the bowling and getting regular practice at the nets

In Oudh there was the football tournament as well as the general inter-school tournament. The challenge shield for the former, which has hitherto been won year after year by the Jubilee High School at Lucknow, has this year been wrested from it by the Fyzabad High School. The challenge cup for cricket went to the Rae Bareli High School, but Fyzabad is the champion school of the circle.

The tournament at Allahabad was well organized by Mr. Kempster, Principal of the Training College. The District High School, Allahabad won nine of the eleven events, losing the football match to the Central Hindu School. At the end of the tournament an interesting and excellent display of drill was given by the students of the Training College, and of desi kasrat by the little boys of the model primary school attached to the same institution. It was especially satisfactory to see how thoroughly these matters are attended to in the institution which sends forth trained teachers for the schools of the province; for the interest roused here must manifest itself hereafter in the schools to which certificated teachers are appointed.

Mr. Murray's account of the tournament held in his circle is very interesting, and he gives special praise to Mr. Moss, Headmaster of the District School, Bareilly, for his admirable superintendence. Recognising the heavy burden on the recreation fund of a school, involved in sending representatives to a distant centre to compete in the tournament, he appealed to the Chairmen of Municipal Boards throughout the circle, and through them to private individuals for aid in this matter and generally to increase the attractiveness of the tournament. He pointed out that considering the large number of competitors in most events it would be desirable to offer more prizes, especially when, as is usually the case, one or two schools are so strong as to secure nearly all the first and second places. It is well to have at least one good school in a circle to set the standard, but, if it carries off all the honour and glory every year, other schools are apt to get discouraged. To remedy this he proposed, if sufficient support were forthcoming, to give three medals in every athletic event and in gymnastics, and also to give a medal to every member of the three best teams in cricket, football and tug-of-war. The appeal met with a gratifying response from nearly every district in the circle, and with the help of a Government grant of Rs. 900, nearly Rs. 2,000 were obtained from all sources, out

of which the medals were provided and the travelling and other expenses of visiting competitors were recouped almost in full. The contests were conducted in a most harmonious manner, with one unfortunate exception, when the boys of a school which is generally *facile princeps* in cricket, showed some excess of feeling on finding themselves tied with another school.

Desi kasrat, comprising the native physical exercises recommended by the Government of India, finds a place in the primary courses, along with other forms of athletics, such as the high jump, long jump, tug-of-war, &c. The teaching of the desi kasrat has produced excellent results where it has been well done; but more generally in village schools it has not met with success, mainly owing to the fact that the teachers, many of them advancing in years, and some of them without any spark of enthusiasm, are not themselves familiar with the exercises. Steps are being taken here and there to remedy this defect. The increasing number of new trained teachers, who have themselves gone through the course, will have increasing effect.

In some districts gymnastic teachers have been engaged to go round to the villages and make up for the general deficiency of the untrained teachers employed. The system has been extended to several more districts during the year; in Bara Banki a gymnastic teacher was sanctioned by the Commissioner, and a competent man was engaged from the Punjáb, and his pay for the present year was included in the budget but retrenched by Government, so that it was necessary to send the teacher back to the Punjáb. In some districts tournaments for vernacular schools are held, in others they are contemplated.

72. As regards moral training there are no great changes from year to year, and I have little to report beyond what I have said on previous occasions. But it has been brought to my notice that the permission to have classes for religious instruction, conceded some years ago on account of the earnest representations of a prominent Muhammadan resident of Amroha, has come to nothing. Such classes were also opened in the Sháhjahánpur District School, but they seem to have collapsed from want of support; and the same is true of the classes that were started in Amroha itself. The earnestness of the few has not been the expression of the feelings and desires of the people themselves, for which it was in a measure mistaken.

CHAPTER XIII.

THE PREPARATION AND DISTRIBUTION OF TEXT-BOOKS.

73. *Provincial Text-Book Committee.*—Twelve meetings were held by five sub-committees, including a special one for the consideration of the Science Readers under preparation. One general meeting of the Committee was held. The Assistant Director of Public Instruction has under the orders of Government been appointed *ex officio* Secretary to the Text-Book Committee In all the sub-committees considered 320 publications (consisting of 362 volumes) as against 191 in the previous year. Of these 97 publications (108 volumes) were recommended for use in schools, 66 were approved but not recommended for specific use in the curriculum, and 157 works were rejected.

Some more of the book depôts attached to Deputy Inspectors' offices were closed during the year. In other districts they resulted in a loss on the year's working. In fact the book depôt system is turning out to be troublesome and expensive. There are generally booksellers in a district who are ready to supply the books wanted without the intervention of the departmental or district authorities; delay in getting books through them is the chief drawback, but a little competition between rival booksellers should prevent this.

ALLAHABAD:
The 10th October 1904.

T. C. LEWIS, M.A.,
Director of Public Instruction,
United Provinces of Agra and Oudh.

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GENERAL TABLE I.

Abstract Return of Colleges, Schools and Scholars in the United Provinces at the end of the official year 1903-1904.

(For Details see General Table III.)

Area and population.			Institutions and scholars.	Public institutions.									Grand Total.	Percentage of
				Collegiate Education.		School Education, General.		School Education, Special.		Total of public institutions.	Advanced.	Elementary.		
Total area in square miles.	Number of towns and villages.	Population.		Arts Colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special Schools.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
107,164	Towns 455 Villages 105,073 **Total 105,528**	Males ...24,616,942 Females 23,074,840 **Total, 47,691,782**	Institutions. For Males	22	10	508	8,070	4	57	8,671	897	4,341	13,909	Institutions to number of towns and villages. 13·18
			Institutions. For Females.	6	...	40	531	4	1	582	...	218	800	·76
			Total ...	**28**	**10**	**548**	**8,601**	**8**	**58**	**9,253**	**897**	**4,559**	**14,709**	**13·94**
			Scholars. Males ...	1,899	875	71,888	328,828	475	3,091	407,056	12,890	56,888	476,834	Male scholars to male population of school-going age. 12·91
			Scholars. Female...	45	...	3,290	18,350	66	57	21,808	67	4,173	26,048	Female scholars to female population of school-going age. ·75
			Total ...	**1,944**	**875**	**75,178**	**347,178**	**541**	**3,148**	**428,864**	**12,957**	**61,061**	**502,882**	**7·03**

GENERAL TABLE II.

Abstract Return of Expenditure on Public Instruction in the United Provinces for the official year 1903-1904.

(For Details see General Table IV.)

	Total Direct Expenditure on Public Instruction.							Total Indirect Expenditure on Public Instruction.								Total Expenditure on Public Instruction.
	Collegiate Education.		School Education, General.		School Education, Special.		Total.	University.	Direction.	Inspection.	Scholarship.	Building.	Special Grants for Furniture and Apparatus	Miscellaneous.	Total.	
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.										
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Institutions { For Males	4,08,791	2,41,588	12,98,884	10,23,719	63,056	1,09,901	31,45,939	49,453	55,760	3,30,044	83,093	5,54,255	44,044	5,14,810	16,31,459	52,14,764
For Females.	13,990	...	2,76,566	1,32,099	14,711	...	4,37,366									
Total ...	4,22,781	2,41,588	15,75,450	11,55,818	77,767	1,09,901	35,83,305	49,453	55,760	3,30,044	83,093	5,54,255	44,044	5,14,810	16,31,459	52,14,764
2. (*a*)—Percentages of Provincial expenditure included in columns 2—17 to total Provincial expenditure on Public Instruction	15·9	19·0	14·6	1·7	·3	5·4	56·9	...	4·9	11·9	2·3	19·1	·7	4·2	43·1	100·0
(*b*)—Percentages of Local Fund expenditure included in columns 2—17 to total Local Fund expenditure on Public Instruction ...	·0	...	20·7	46·9	3·7	1·0	72·3	...	...	10·1	1·4	12·5	·8	2·9	27·7	100·0
(*c*)—Percentages of Municipal expenditure included in columns 2—17 to total Municipal expenditure on Public Instruction ...	4·0	...	48·0	40·6	...	·1	92·7	...	...	·1	2·3	2·4	·2	2·3	7·3	100·0
(*d*)—Percentages of total expenditure in columns 2—17 to total expenditure on Public Instruction	8·1	4·6	30·2	22·2	1·5	2·1	68·7	1·0	1·1	6·3	1·6	10·6	·8	9·9	31·3	100·0

GENERAL TABLE II.

Abstract Return of Expenditure on Public Instruction in the United Provinces for the official year 1903-1904—(continued).

(For Details see General Table IV.)

	Total Direct Expenditure on Public Instruction.						
	Collegiate Education.		School Education, General.		School Education, Special.		Total.
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	
1	2	3	4	5	6	7	8
3. Average annual cost of educating each pupil in—	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Government Institutions. Cost to Provincial Revenues.	163 5 10	399 5 6	4 12 0	3 1 9	...	24 11 11	33 7 6
Government Institutions. Cost to Local and Municipal Funds.	1 3 3	...	22 10 8	4 5 0	141 15 7	5 15 0	19 3 6
Total Cost ...	**204 11 9**	**415 1 8**	**45 11 9**	**9 0 11**	**142 8 4**	**35 0 7**	**66 12 4**
Local Fund Schools. Cost to Provincial Revenues.	...	...	...	...	...	...	...
Local Fund Schools. Cost to Local Funds.	...	...	4 1 1	3 5 4	...	8 13 0	3 7 1
Total Cost ...	...	...	**6 4 5**	**3 9 7**	...	**19 6 3**	**4 0 1**
Municipal Schools. Cost to Provincial Revenues.	...	...	0 1 2	...	...	...	0 0 3
Municipal Schools. Cost to Municipal Funds.	...	...	7 12 4	3 12 11	...	...	4 9 3
Total Cost ...	...	...	**15 2 8**	**4 1 5**	...	...	**6 3 10**
Institutions in Native States. Cost to Native State Revenues.	...	...	29 4 0	1 15 6	...	...	26 9 5
Institutions in Native States. Cost to Local and Municipal Funds.	...	..	...	...	...	...	...
Total Cost ...	...	...	**29 4 0**	**3 13 6**	...	...	**26 12 4**
Aided Institutions. Cost to Provincial Revenues.	63 14 9	...	7 0 11	0 2 6	89 12 3	1 15 2	1 15 5
Aided Institutions. Cost to Local and Municipal Funds.	6 3 11	...	5 14 11	1 12 7	4 8 11	7 5 0	2 9 2
Total Cost ...	**208 4 10**	**33 12 0**	**41 8 6**	**3 0 6**	**152 3 0**	**37 9 11**	**11 12 2**
Unaided Institutions, Total Cost	**166 2 8**	**41 2 9**	**43 11 10**	**5 2 11**	**32 8 0**	**74 0 0**	**36 0 1**
All Institutions. Cost to Provincial Revenues.	85 8 2	242 8 7	2 4 9	0 0 11	6 15 11	20 3 11	1 9 6
All Institutions. Cost to Local and Municipal Funds.	3 3 11	...	6 6 11	2 14 7	128 2 11	6 1 8	3 11 8
Total Cost ...	**198 7 10**	**268 11 8**	**21 9 6**	**3 8 0**	**140 14 1**	**35 12 11**	**8 11 11**

GENERAL

Return of Colleges, Schools and Scholars in the

Class of Institutions.	Public Under Public Manage							
	Managed by Government.				Managed by District or Municipal Boards.			
	Number of institutions.	Number of scholars on the rolls on 31st March	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
COLLEGIATE EDUCATION.								
Arts Colleges.								
English	2	297	306	249	...	...	...	...
Oriental	2	434	434	366	...	...	...	...
Colleges or Departments of Colleges for Professional Training.								
Law	1	119	131	104	...	...	...	...
Medicine	...	...	...	...	...	...	...	...
Engineering	1	371	369	367	...	...	...	...
Teaching	1	48	46	42	...	...	...	...
Agriculture	...	...	...	...	...	..	...	...
Total ...	7	1,269	286	1,128	...	..	...	...
SCHOOL EDUCATION, GENERAL.								
Secondary Schools.								
For Boys — High Schools ...	34	6,063	5,933	4,929	1	166	150	119
For Boys — Middle Schools — English...	8	797	770	573	13	1,148	1,046	830
For Boys — Middle Schools — Vernacular.	4	417	399	299	299	43,101	41,494	31,769
For Girls — High Schools ...	...	...	...	...	...	...	...	...
For Girls — Middle Schools — English...	...	...	...	...	...	...	...	...
For Girls — Middle Schools — Vernacular.	...	...	...	...	...	...	...	...
Total ..	46	7,277	7,102	5,801	313	44,415	42,690	32,718
Primary Schools.								
For Boys	14	761	746	575	5,320	2,43,491	2,31,348	1,80,762
For Girls	30	1,198	1,022	725	212	5,772	5,529	4,161
Total ...	44	1,959	1,768	1,300	5,532	249,263	236,877	184,923
SCHOOL EDUCATION, SPECIAL.								
Schools for Special Instruction.								
Training Schools for Masters.	4	475	477	461	...	...	...	...
Training Schools for Mistresses.	1	21	20	17	...	...	...	...
Schools of Art ...	...	...	...	...	...	...	...	...
Law Schools	...	...	..	...	...	...	...	...
Medical Schools ...	2	260	249	245	...	...	...	...
Engineering and Surveying Schools.	...	...	...	...	...	...	...	...
Technical and Industrial Schools.	1	94	66	55	...	...	...	...
Commercial Schools ...	..	...	...	...	...	...	...	...
Agricultural Schools ...	1	59	54	50	...	...	...	...
Other Schools — Reformatory ...	1	209	219	219	...	...	..	...
Other Schools — Other... ...	43	1,848	1,886	1,289	1	76	64	47
Total ...	53	2,966	2,971	2,336	1	76	64	47
Total of Colleges and Schools of Public Instruction.	150	13,471	13,127	10,565	5,846	293,754	279,631	217,688

TABLE III.

United Provinces for the official year 1903-1904.

Institutions.							
ment.				Under Private Management.			
Maintained by Native States.				Aided by Government or by District or Municipal Boards.			
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
10	11	12	13	14	15	16	17
...	...	...	...	8	763	902	738
...	...	...	...	2	56	56	41
...	...	...	...	1	78	80	60
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	**...**	**...**	**...**	**11**	**897**	**1,038**	**839**
1	337	309	196	54	10,366	10,235	8,381
2	297	283	216	42	4,365	4,259	3,365
...	...	...	...	14	1,381	1,340	1,098
...	...	...	...	18	1,725	1,779	1,609
...	...	...	...	16	1,289	1,291	1,185
...	...	...	...	1	50	37	34
3	**634**	**592**	**412**	**145**	**19,176**	**18,941**	**15,672**
2	64	64	47	2,644	83,439	80,342	64,927
...	..	...	..	265	9,182	8,131	6,281
2	**64**	**64**	**47**	**2,909**	**92,621**	**88,473**	**71,208**
...	...	...	...	...	...	...	...
...	...	...	...	2	33	43	30
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	4	390	351	359
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	4	151	125	107
...	**...**	**...**	**...**	**10**	**574**	**519**	**496**
5	**698**	**656**	**459**	**3,075**	**1,13,268**	**1,08,971**	**88,215**

GENERAL

Return of Colleges, Schools and Scholars in the

Class of Institutions.	Public Institutions. Under Private Management. Unaided. Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand Total of public institutions.	Grand Total of scholars on the 31st of March.	Number of scholars on the 31st of March learning— English.	A classical language.	A vernacular language.
1	18	19	20	21	22	23	24	25	26
COLLEGIATE EDUCATION.									
Arts Colleges.									
English	14	394	432	370	24	1,454	1,449	667	66
Oriental	...	...	...	...	4	490	30	490	...
Colleges or Departments of Colleges for Professional Training.									
Law	6	259	273	206	8	456	456	...	...
Medicine	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	1	371	371	...	...
Teaching	...	...	...	...	1	48	48	10	44
Agriculture	...	...	...	...	...	..	...	...	...
Total ...	**20**	**653**	**705**	**576**	**38**	**2,819**	**2.354**	**1,167**	**110**
SCHOOL EDUCATION, GENERAL.									
Secondary Schools.									
For Boys. High Schools ...	14	1,938	1,878	1,515	104	18,870	13,523	7,157	18,876
For Boys. Middle Schools. English	19	1,340	1,276	954	84	7,947	3,378	1,524	8,752
For Boys. Middle Schools. Vernacular.	3	111	113	87	320	45,010	...	67	44,943
For Girls. High Schools ...	3	175	272	145	21	1,900	1,818	440	1,134
For Girls. Middle Schools. English	2	112	99	91	18	1,401	789	...	1,228
For Girls. Middle Schools. Vernacular.	...	...	...	...	1	50	...	...	50
Total ...	**41**	**3.676**	**3.638**	**2,792**	**548**	**75,178**	**19.508**	**9.188**	**74.983**
Primary Schools.									
For Boys	90	2,632	2,302	1,852	8,070	3,30,387	440	131	3,29.997
For Girls	24	639	580	491	531	16,791	705	54	16,396
Total ...	**114**	**3,271**	**2.882**	**2,343**	**8,601**	**3,47,178**	**1,145**	**185**	**3,46 393**
SCHOOL EDUCATION, SPECIAL.									
Schools for Special Instruction.									
Training Schools for Masters	...	....	...	...	4	475	...	...	588
Training Schools for Mistresses.	1	12	12	12	4	66	45	...	60
Schools of Art ...	...	...	...	...	...	...	...	...	...
Law Schools	..	...	...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	2	260	...	...	260
Engineering and Surveying Schools.	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools.	1	61	55	50	6	545	51	...	494
Commercial Schools ...	...	...	...	...	...	...	...	...	...
Agricultural Schools ...	...	...	...	...	1	59	59	...	118
Other Schools. Reformatory ...	...	...	...	...	1	209	...	...	209
Other Schools. Other ...	...	...	...	...	48	2.075	47	110	1,918
Total ...	**2**	**73**	**67**	**62**	**66**	**3,689**	**202**	**110**	**3.647**
Total of Colleges and Schools of Public Instruction.	**177**	**7,673**	**7,292**	**5,773**	**9,253**	**4,28,864**	**23,209**	**10,650**	**4,25,133**
PRIVATE INSTITUTIONS.									
1. *Advanced teaching*— (*a*) Arabic or Persian ...					566	8,245	51	8,162	75
(*b*) Sanskrit ...					337	4,712	...	4,660	52
(*c*) Any other oriental classic...					...	..	...	...	...
2. Elementary, teaching a vernacular only or mainly. For Boys					2,958	40,710	1,273	1,724	37,874
2. Elementary, teaching a vernacular only or mainly. „ Girls					90	2,368	...	...	2 368
3. Elementary, teaching the Koran. For Boys					1,319	15,335	...	15,136	20
3. Elementary, teaching the Koran. „ Girls					125	1,069	..	1,069	...
4. Other schools not conforming to Departmental standards. For Boys					61	1,460	525	330	81
4. Other schools not conforming to Departmental standards. „ Girls					3	116	41	...	11
Total ...					**5.456**	**74,018**	**1.890**	**31.081**	**41 500**
GRAND TOTAL ...					**14 709**	**5.02.882**	**25 099**	**41 731**	**4 66,633**

TABLE III.

United Provinces for the official year 1903-1904—(concluded).

Classification of scholars on the 31st of March according to race or creed.								Number of girls in boys' schools.	Number of boys in girls' schools.
Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.		
		Brahmans.	Non-Brahmans.						
27	28	29	30	31	32	33	34	35	36
93	29	360	738	234	...	...	...	1	...
...	....	445	1	44	...	...	...	...	...
1	5	73	277	99	...	1	...	...	...
...	...	...	...	...	...	...	...	...	...
74	4	41	199	53	...	...	...	...	...
...	1	18	25	4	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
168	39	937	1,240	434	...	1	...	1	...
1,641	744	3,323	9,245	3,884	10	16	7	179	...
342	533	1,267	4,093	1,699	...	12	1	59	...
...	209	10,257	24,212	10,290	8	...	34	38	...
1,245	606	14	14	6	4	9	2	...	163
263	1,124	3	9	...	...	2	...	...	153
...	50	...	...	...	...	...	...	...	21
3,491	3,266	14,864	37,573	15,879	22	39	44	276	337
334	689	91,811	1,95,671	41,576	3	35	263	2,071	...
426	1,328	2 983	8,928	3,026	1	8	91	...	512
760	2,017	94,794	2,04 599	44,602	4	43	359	2,071	512
...	...	216	193	66	...	...	...	...	...
11	34	1	1	19	...	...	...	...	..
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
2	67	29	125	37	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	423	10	49	63	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	1	10	29	19	...	...	...	...
...	2	14	148	45	...	...	...	...	...
41	...	187	1,656	190	...	1	...	...	...
54	527	467	2,201	439	...	1	...	...	..
4.473	5,849	1,11,062	2,45,613	61,354	26	84	403	2,348	849
...	5	147	804	7,190	...	...	9	59	...
...	...	3,937	775	...	...	...	...	8	...
...	...	...	...	...	...	...	...	...	...
...	502	8,066	23,746	8,311	...	...	85	244	...
...	454	358	1,301	208	...	...	47	...	72
...	...	...	1	15,337	...	...	...	476	...
...	...	...	...	1,069	...	...	...	...	29
...	171	260	746	279	...	...	1	3	...
...	90	3	22	1	...	...	...	...	2
...	1.225	12,771	27.485	32,395	...	...	142	790	103
4.473	7 074	1.23.833	2.73.098	93 749	26	84	545	3.133	952

GENERAL TABLE IIIA.

Number of Scholars on the 31st March classified according to sex, race, or creed.

		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
				Brahmans.	Non-Brahmans.				
COLLEGIATE EDUCATION—									
Arts Colleges—									
English	Male	55	24	360	736	234	...	...	...
	Female	38	5	...	2	...	...	...	...
Oriental	Male	...	...	445	1	44	...	...	..
	Female	...	....	...	...	...	...	...	...
Colleges for Professional Training—									
Law	Male	1	5	73	277	99	...	1	...
	Female	...	...	...	...	...	...	...	...
Medicine	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Engineering	Male	74	4	41	199	53	...	...	..
	Female	...	...	...	...	...	...	...	...
Teaching	Male	...	1	18	25	4	...	...	...
	Female	...	...	...	...	...	...	...	...
Agriculture	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Total		**168**	**39**	**937**	**1,240**	**434**	...	**1**	...
SCHOOL EDUCATION—GENERAL—									
Secondary Schools—									
For Boys—									
High Schools	Male	1,462	744	3,323	9,245	3,884	10	16	7
	Female	179	...	...	...	...	...	...	...
Middle Schools—									
English	Male	283	533	1,267	4,093	1,699	...	12	1
	Female	59	...	...	..	...	...	...	...
Vernacular	Male	...	209	10,249	24,188	10,284	8	...	34
	Female	...	...	8	24	6	...	...	...
For Girls—									
High Schools	Male	146	5	5	4	1	...	2	...
	Female	1,099	601	9	10	5	4	7	2
Middle Schools—									
English	Male	75	76	2	...	...	...	...	...
	Female	188	1,048	1	9	...	...	2	...
Vernacular	Male	...	21	...	...	...	...	...	...
	Female	...	29	...	...	...	...	...	...
Total		**3,491**	**3,266**	**14,864**	**37,573**	**15,879**	**22**	**39**	**44**
Primary Schools—									
For Boys	Male	179	648	91,344	1,94,504	41,347	3	23	268
	Female	155	41	467	1,167	229	...	12	...
For Girls	Male	186	41	67	203	15	...	...	...
	Female	240	1,287	2,916	8,725	3,011	1	8	91
Total		**760**	**2,017**	**94,794**	**204,599**	**44,602**	**4**	**43**	**359**
SCHOOL EDUCATION—SPECIAL—									
Schools for Special Instruction—									
Training Schools	Male	...	...	216	193	66	...	...	...
	Female	11	34	1	1	19	...	...	...

GENERAL TABLE IIIA.

Number of Scholars on the 31st March classified according to sex, race, or creed—(concluded).

	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
			Brahmans.	Non-Brahmans				
SCHOOL EDUCATION—SPECIAL —(*concluded*).								
Schools for Special Instruction —(concluded).								
Schools of Art ... Male	...	...	...	...	...	...	...	...
Female	..	...	...	...	...	...	...	...
Law Schools ... Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
Medical Schools ... Male	...	20	27	120	36	...	...	...
Female	2	47	2	5	1	...	...	...
Engineering and Surveying Schools. Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
Industrial Schools Male	..	423	10	49	63	...	...	...
Female	...	...	...	...	...	...	...	...
Agricultural Schools Male	...	1	10	29	19	...	...	...
Female	...	...	...	...	...	...	...	...
Other Schools. Reformatory. Male	...	2	14	148	45	...	...	...
Female	...	...	...	...	...	...	...	...
Other Schools. Others ... Male	41	...	187	1,656	190	...	1	...
Female	...	...	...	..	...	...	...	...
Total ...	**54**	**527**	**467**	**2,201**	**439**	...	**1**	...
Total of Colleges and Schools of Public Instruction.	**4,473**	**5,849**	**111,062**	**245,613**	**61,354**	**26**	**84**	**403**
PRIVATE INSTITUTIONS—								
1. ADVANCED TEACHING—								
(*a*) Arabic or Persian. Male	...	5	147	893	7,136	...	...	5
Female	...	...	...	1	54	...	...	4
(*b*) Sanskrit ... Male	...	...	3,931	773	...	...	..	...
Female	..	...	6	2	...	...	...	...
(*c*) Any other Oriental Classic. Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
2. ELEMENTARY TEACHING—A VERNACULAR ONLY OR MAINLY—								
For Boys ... Male	...	488	8,034	23,589	8,270	...	...	85
Female	...	14	32	157	41	...	...	...
For Girls ... Male	...	...	...	72	...	...	...	...
Female	...	454	358	1,229	208	...	...	47
3. ELEMENTARY TEACHING— THE QURAN ONLY—								
For Boys ... Male	...	...	...	1	14,861	...	...	...
Female	...	...	...	...	476	...	...	...
For Girls ... Male	...	...	...	...	29	...	...	...
Female	...	...	...	...	1,040	...	...	...
4. OTHER SCHOOLS NOT CONFORMING TO DEPARTMENTAL STANDARDS—								
For Boys ... Male	...	174	260	743	279	...	...	1
Female	...	...	...	3	..	...	...	...
For Girls ... Male	...	2	...	...	...	...	...	...
Female	...	88	3	22	1	...	...	...
Total of Private Institutions	...	**1,225**	**12,771**	**27,485**	**32,395**	...	...	**142**
GRAND TOTAL ..	**4,473**	**7,074**	**123,833**	**273,098**	**93,749**	**26**	**84**	**545**

GENERAL

Return of Expenditure on Public Instruction in the

Objects of Expenditure.	Public						
	Under Public						
	Managed by Government.						
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION. *Arts Colleges.*							
English	1,06,671	760	130	28,145	...	1,101	1,36,807
Oriental	14,220	...	...	...	...	478	14,698
Colleges or Departments of Colleges for Professional Training.							
Law	...	...	...	8,226	...	...	8,226
Medicine	...	...	...	...	...	...	...
Engineering	1,93,855	...	...	...	...	380	1,94,235
Teaching	24,187	...	...	...	...	...	24,187
Agriculture	...	...	...	...	...	...	...
Total ...	3,38,933	760	130	36.371	..	1,959	3,78,153
SCHOOL EDUCATION, GENERAL. *Secondary Schools.*							
For Boys. High Schools ...	33,718	1,28,024	11,682	1,15,763	704	3,940	2,93,831
For Boys. Middle Schools English ...	...	13,576	3,970	8,618	74	503	26,741
For Boys. Middle Schools Vernacular ...	...	3,740	...	486	...	...	4,226
For Girls. High Schools ...	...	...	...	...	...	...	...
For Girls. Middle Schools English ...	...	...	...	...	...	...	...
For Girls. Middle Schools Vernacular ...	...	..	...	...	...	...	...
Total ...	33,718	1,45,340	15,652	1,24,867	778	4,443	3,24,798
Primary Schools.							
For Boys	940	3,855	1,085	2,774	10	98	8,762
For Girls	4,561	2,466	220	...	...	...	7,247
Total ...	5,501	6,321	1,305	2.774	10	98	16,009
SCHOOL EDUCATION, SPECIAL. *Schools for Special Instruction.*							
Training Schools for Masters ...	...	62,785	...	...	...	271	63,056
Training Schools for Mistresses ...	...	7,777	...	...	...	...	7,777
Schools of Art	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...
Medical Schools	28,164	...	...	...	...	240	28,404
Engineering and Surveying Schools	...	...	...	...	...	...	...
Technical and Industrial Schools ...	9,494	...	...	409	...	484	10,387
Commercial Schools	...	...	...	...	...	...	...
Agricultural Schools	1,773	1,773	...	...	...	...	3,546
Other Schools Reformatory ...	21,787	...	...	...	...	..	21,787
Other Schools Other... ...	...	12,915	..	9,643	...	...	22,558
Total ...	61,218	85,250	...	10,052	...	995	1,57,515
Buildings	1,83,772	31,329	648	...	...	...	2,15,749
Furniture and Apparatus (Special Grants only).	2,334	2,737	...	...	...	...	5,071
Total ...	1,86,106	34,066	648	...	...	...	2,20,820
University	..	...	...	...	...	..	...
Direction	...	..	..	...	...	...	..
Inspection	...	...	...	..	...	...	...
SCHOLARSHIPS HELD IN— Arts Colleges	...	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...	...
Other Professional Colleges ...	...	...	..	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Primary Schools	...	...	...	..	...	..	...
Medical Schools	...	...	...	...	...	...	..
Technical and Industrial Schools ...	...	..	...	..	...	..	...
Other Special Schools. Reformatory ...	...	...	...	...	...	...	...
Other Special Schools. Other... ...	...	..	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	..
Total Expenditure on Public Instruction.	6,25,476	2,71,737	17,735	1,74,064	788	7,495	10,97,295

TABLE IV.

United Provinces for the official year 1903-1904.

Institutions.	Managed by District or Municipal Boards.						Managed by Native States.		
Management.									
Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native State Revenues.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	..	...	...	...	..	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	2,281	555	1,939	...	...	4,775	12,600	...	12,600
156	1,084	11,815	9,286	...	10	22,351	4,716	...	4,716
...	1,64,625	15,643	79,181	340	686	2,60,475	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
156	**1,67,990**	**28,013**	**90,406**	**340**	**696**	**2,87,601**	**17,316**	...	**17,316**
...	7,38,228	29,295	56,633	3,178	763	8,28,097	126	120	246
...	20,717	7,805	...	...	...	28,522	...	...	...
...	**7,58,945**	**37,100**	**56,633**	**3,178**	**763**	**8,56,619**	**126**	**120**	**246**
...	...	...	...	...	...	...	...	...	...
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...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	564	...	2	...	675	1,241	...	...	...
...	**564**	...	**2**	...	**675**	**1,241**	...	...	...
4,145	2,07,762	1,895	...	405	...	2,14,207	...	...	...
...	13,999	84	...	...	...	14,083	...	...	...
4,145	**2,21,761**	**1,979**	...	**405**	...	**2,28,290**	...	...	...
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...	...	...	...	...	...	...	...	...	...
4,301	**11,49,260**	**67,092**	**1,47,041**	**3,923**	**2,134**	**13,73,751**	**17,442**	**120**	**17,562**

GENERAL

Return of Expenditure on Public Instruction in the

Objects of Expenditure.		Public Under Private Aided by Government or by District or Municipal Boards.						
		Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1		19	20	21	22	23	24	25
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION.	*Arts Colleges.*							
	English	60,213	...	5,960	56,260	989	73,459	1,96,881
	Oriental	1,030	60	...	7	53	1,460	2,610
	Colleges or Departments of Colleges for Professional Training.							
	Law	...	...	...	2,700	...	...	2,700
	Medicine...	...	...	...	...	...	...	...
	Engineering	...	...	...	...	...	...	...
	Teaching	...	...	...	...	...	...	...
	Agriculture	...	...	...	...	...	...	...
	Total ...	61,243	60	5,960	58,967	1,042	74,919	2,02,191
SCHOOL EDUCATION, GENERAL.	*Secondary Schools.*							
	For Boys — High Schools ...	77,958	52,699	15,535	1,81,555	24,629	92,303	4,44,679
	For Boys — Middle Schools — English ...	10,023	13,771	11,127	31,940	5,656	15,785	88,302
	For Boys — Middle Schools — Vernacular ...	...	2,454	840	1,381	1,328	9,893	15,896
	For Girls — High Schools ...	39,181	4,229	360	66,016	8,985	49,134	1,67,905
	For Girls — Middle Schools — English ...	6,521	10,288	911	12,851	12,380	26,583	69,534
	For Girls — Middle Schools — Vernacular ...	...	120	...	...	180	...	300
	Total ...	1,33,683	83,561	28,773	2,93,743	53,158	1,93,698	7,86,616
	Primary Schools.							
	For Boys...	3,777	1,17,578	17,609	14,810	12,406	11,564	1,77,744
	For Girls...	10,260	17,610	5,350	5,078	14,857	37,117	90,272
	Total ...	14,037	1,35,188	22,959	19,888	27,263	48,681	2,68,016
SCHOOL EDUCATION, SPECIAL.	*Schools for Special Instruction.*							
	Training Schools for Masters ...	...	...	...	...	...	...	...
	Training Schools for Mistresses ...	3,860	196	...	1,622	676	190	6,544
	Schools of Art	...	...	...	...	...	...	...
	Law Schools	...	...	...	...	...	...	...
	Medical Schools	...	...	...	..	...	...	...
	Engineering and Surveying Schools	...	...	...	...	...	...	...
	Technical and Industrial Schools...	...	2,580	120	...	..	12,325	15,025
	Commercial Schools	...	...	...	...	...	...	...
	Agricultural Schools	...	...	...	...	...	...	...
	Other Schools — Reformatory ...	..	...	...	...	...	...	...
	Other Schools — Other ...	928	780	...	380	188	607	2,883
	Total ...	4,788	3,556	120	2,002	864	13,122	24,452
Buildings		31,611	...	1,153	4,552	31,978	37,549	1,06,843
Furniture and Apparatus (Special Grants only).		5,454	125	179	6,935	422	6,638	19,753
	Total ...	37,065	125	1,332	11,487	32,400	44,187	1.26.596
University		...	...	...	...	...	...	...
Direction		...	...	...	...	...	...	...
Inspection		...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN—	Arts Colleges	...	...	...	...	...	...	..
	Medical Colleges	...	...	...	...	...	...	...
	Other Professional Colleges ...	...	...	...	...	...	...	...
	Secondary Schools	...	...	...	...	...	...	...
	Primary Schools	...	...	...	...	...	...	...
	Medical Schools	...	...	...	...	..	...	...
	Technical and Industrial Schools...	...	...	...	...	...	...	...
	Other Special Schools. — Reformatory ...	...	...	...	...	...	...	...
	Other Special Schools. — Other ...	..	...	...	...	...	...	...
Miscellaneous		...	...	...	...	...	...	...
	Total ...	...	...	...	...	...	...	...
Total Expenditure on Public Instruction.		2,50,816	2,22,490	59,144	3,86,087	1,14,727	3,74,607	14,07,871

TABLE IV.

United Provinces for the official year 1903-1904—(concluded).

Institutions—(*concluded*). Management. Unaided.				Total Expenditure from—						Grand Total.
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	All other sources.		
								Private.	Public.	
26	27	28	29	30	31	32	33	34	35	36
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
19,741	12,387	39,657	71,785	1,66,884	760	6,090	1,04,146	1,15,886	11,707	4,05,473
...	...	...	...	15,250	60	...	7	1,891	100	17,308
11,169	...	1,071	12,240	...	...	...	22,095	1,071	...	23,166
...	..	..	...	...	...	...	...	...	...	...
...	...	...	...	1,93,855	...	...	...	380	...	1,94,235
...	...	..	...	24,187	...	...	...	...	...	24,187
...	...	...	...	...	...	...	...	...	...	...
30,910	**12,387**	**40,728**	**84,025**	**4,00,176**	**820**	**6,090**	**1,26,248**	**1,19,228**	**11,807**	**6,64,369**
35,026	21,911	37,514	94,451	1,11,676	1,83,004	27,772	3,34,283	1,75,017	18,584	8,50,336
7,424	4,101	13,239	24,764	10,179	28,431	26,912	57,268	38,149	5,935	1,66,874
56	...	1,021	1,077	...	1,70,819	16,483	81,104	13,256	12	2,81,674
36,360	...	...	36,360	39,181	4,229	360	1,02,376	52,350	5,769	2,04,265
246	...	2,221	2,467	6,521	10,288	911	13,097	38,144	3,040	72,001
...	...	...	..	...	120	...	...	180	...	300
79,112	**26,012**	**53,995**	**1.59.119**	**1.67,557**	**3,96,891**	**72,438**	**5.88,128**	**3,17,096**	**33,340**	**15,75,450**
146	53	8,671	8,870	4,717	8,59,661	47,989	74,363	33,508	3,481	10,23,719
280	84	5,694	6,058	14,821	40,793	13,375	5,358	55,029	2,723	1,32,099
426	**137**	**14,365**	**14,928**	**19,538**	**9,00,454**	**61,364**	**79,721**	**88,537**	**6,204**	**11,55,818**
..	..	...	...	...	62,785	...	...	271	...	63,056
180	...	210	390	3,860	7,973	...	1,802	886	190	14,711
...	..	...	...	...	...	...	...	...	...	...
...	..	...	...	...	...	...	...	...	...	...
...	..	...	...	28,164	...	...	...	...	240	28,404
...		...	...	...	...	..	...	...	...	...
350	..	3,720	4,070	9,494	2,580	120	759	16,529	...	29,482
...	..	..	..	...	...	...	...	...	...	...
...	..	...	...	1,773	1,773	...	...	...	...	3,546
...	..	...	...	21,787	...	...	...	...	...	21,787
...	...	...	..	928	14,259	...	10,025	1,123	347	26,682
530	...	**3,930**	**4,460**	**66,006**	**89,370**	**120**	**12,586**	**18,809**	**777**	**1,87,668**
2,477	8,137	6,842	17,456	2,19,528	2,39,091	3,696	7,29	84,911	...	5,54,255
563	2,562	2,012	5,137	7,788	16,861	263	7,498	11,634	...	44,044
3,040	**10,699**	**8,854**	**22,593**	**2,27,316**	**2,55,952**	**3,959**	**14,527**	**96,545**	...	**5 98,299**
...	...	...	...	...	...	...	28,400	21,053	...	49,453
...	...	...	...	55,760	...	...	...	...	...	55,760
...	...	...	...	1,36,314	1,93,636	94	...	...	..	3,30,044
...	...	...	...	11,243	...	832	...	13,805	1,522	27,402
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	9,772	20,713	2,385	208	8,700	790	42,568
...	...	...	...	...	24	305	96	1,106	...	1,531
..	...	...	...	4,968	5,458	...	...	...	...	10,426
...	...	...	...	38	...	...	...	273	...	311
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	220	220	...	...	415	...	855
...	...	...	...	48,339	55,459	3,485	2,63,085	1,43,744	698	5,14,810
...	...	...	...	**2,66,654**	**2,75,510**	**7,101**	**2,91,789**	**1,89,096**	**3,010**	**10,33.160**
1,14,018	**49,235**	**1,21,872**	**2,85,125**	**11,47,247**	**19,18,997**	**1,51,072**	**11,12,999**	**8,29,311**	**55,138**	**52,14,764**

GENERAL

Return of the Stages of Instruction of Pupils in Public Schools for General Education

Class of schools.			Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage but have not passed the Matriculation Examination.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.		
					1			2		
Secondary Schools—					Boys.	Girls.	Total.	Boys.	Girls.	Total.
For Boys.	Government	English ...	42	6,860	1,270	...	1,270	3,705	...	3,705
		Vernacular	4	417	...	...	...	67	...	67
	District Board.	English ...	...	...	..	...	...	...	...	...
		Vernacular	293	42,069	...	...	...	9,835	...	9,835
	Municipal..	English ...	14	1,314	25	...	25	376	...	376
		Vernacular	6	1,032	...	...	...	173	...	173
	Native States	English ...	3	634	27	...	27	164	...	164
		Vernacular	...	...	...	...	...	...	...	...
	Aided ...	English ...	96	14,731	1,600	15	1,615	4,837	83	4,920
		Vernacular	14	1,381	...	...	...	215	...	215
	Unaided ...	English ...	33	3,278	323	...	323	1,161	...	1,161
		Vernacular	3	111	...	...	...	61	...	61
	Total ...		508	71,827	3,245	15	3,260	20,594	83	20,677
For Girls.	Government	English ...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	District Board.	English ...	...	...	...	...	..	...	...	...
		Vernacular	...	..	...	..	...	...	...	...
	Municipal ...	English ...	...	...	...	...	..	...	...	...
		Vernacular	...	...	...	..	...	...	...	...
	Native States	English ...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Aided ...	English ...	34	3,014	...	136	136	13	580	593
		Vernacular	1	50	...	...	...	1	2	3
	Unaided ...	English ...	5	287	...	7	7	3	68	71
		Vernacular	...	...	...	...	...	...	...	...
	Total ...		40	3,351	...	143	143	17	650	667
Total, Secondary Schools ...			548	75,178	3,245	158	3,403	2,0611	733	21,344
Primary Schools—										
For Boys.	Government ...		14	761	...	...	...	...	...	...
	District Board ...		5,167	2,36,000	...	...	...	...	...	..
	Municipal		153	7,491	...	..	...	...	...	...
	Native States... ...		2	64	...	...	...	...	...	...
	Aided		2,644	83,439	...	...	...	...	...	...
	Unaided		90	2,632	...	..	...	..	...	...
	Total ...		8,070	3,30,387	...	...	...	...	...	...
For Girls.	Government		30	1,198	...	...	...	...	...	...
	District Board ...		168	4,531	...	...	...	...	...	...
	Municipal		44	1,241	...	...	...	.	..	...
	Native States ...		..	...	...	...	...	...	...	.
	Aided		265	9,182	...	.	...	...	...	...
	Unaided		24	639	...	..	...	...	...	...
	Total ...		531	16,791	...	...	...	...	...	...
Total, Primary Schools ...			8 601	3.47.178	...	...	..	...	...	...
GRAND TOTAL ...			9,149	4,22,356	3,245	158	3.403	20,611	733	21,344

TABLE V.

in the United Provinces at the end of the official year 1903-1904.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading Printed Books.			Not reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1,146	...	1,146	716	...	716	23	...	23	6,860	...	6,860
107	...	107	226	...	226	17	...	17	417	...	417
...	...	...	...	...	...	...	...	...	...	...	...
9,633	...	9,633	21,049	32	21,081	1,514	6	1,520	42,031	38	42,069
352	...	352	471	...	471	90	...	90	1,314	...	1,314
201	...	201	623	...	623	35	...	35	1,032	...	1,032
127	...	127	291	...	291	25	...	25	634	...	634
...	...	...	..	...	...	...	...	...	...	...	...
3,372	75	3,447	4,473	65	4,538	211	...	211	14,493	238	14,731
276	...	276	874	...	874	16	...	16	1,381	...	1,381
865	...	865	916	...	916	13	...	13	3,278	...	3,278
21	...	21	29	...	29	...	...	...	111	...	111
16,100	**75**	**16,175**	**29,668**	**97**	**29,765**	**1,944**	**6**	**1,950**	**71,551**	**276**	**71,827**
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	..	...	...	...	...	...	..	...	..
...	...	...	...	...	...	...	...	...	...	...	..
...	...	...	...	...	...	...	...	...	...	.	...
...	..	...	...	...	...	...	...	..	...	...	...
..	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	..	...	...	...	...
...	...	...	...	...	..	...	...	...	...	...	...
60	623	683	183	1,045	1,228	32	342	374	288	2,726	3,014
1	5	6	19	22	41	...	...	...	21	29	50
7	41	48	17	130	147	1	13	14	28	259	287
...	...	...	...	...	...	...	...	..	..	...	...
68	**669**	**737**	**219**	**1.197**	**1.416**	**33**	**355**	**388**	**337**	**3 014**	**3,351**
16,168	**744**	**16.912**	**29,887**	**1,294**	**31.181**	**1,977**	**361**	**2,338**	**71,888**	**3,290**	**75,178**
210	...	210	531	..	531	20	..	20	761	...	761
27,226	8	27,234	1,86.299	1,147	1,87,446	21,090	230	21,320	2,34,615	1,385	2,36,000
338	..	338	6,304	8	6,312	836	5	841	7,478	13	7,491
5	...	5	54	...	54	5	...	5	64	...	64
2,976	39	3,015	67,973	476	68,449	11,862	113	11,975	82,811	628	83,439
154	11	165	2,149	29	2,178	284	5	289	2,587	45	2,632
30,909	**58**	**30,967**	**2,63,310**	**1,660**	**2,64,970**	**34.097**	**353**	**34,450**	**3 28,316**	**2,071**	**3.30,387**
..	32	32	...	1,078	1,078	...	88	88	...	1,198	1,198
...	75	75	...	3,783	3,783	5	668	673	5	4,526	4,531
...	30	30	...	1,108	1,108	...	103	103	...	1,241	1,241
...	...	...	...	...	...	...	...	...	...	...	...
40	261	301	291	6,775	7,066	121	1,694	1,815	452	8,730	9,182
10	31	41	37	371	408	8	182	190	55	584	639
50	**429**	**479**	**328**	**13.115**	**13,443**	**134**	**2,735**	**2 869**	**512**	**16 279**	**16,791**
30,959	**487**	**31,446**	**2.63,638**	**14,775**	**2 78.413**	**34 231**	**3.088**	**37,319**	**3,28.828**	**18,350**	**3,47,178**
47,127	**1,231**	**48,358**	**2,93,525**	**16,069**	**3,09,594**	**36,208**	**3,449**	**39,657**	**4,00,716**	**21,640**	**4,22,356**

GENERAL

Return showing the Results of Prescribed Examinations in

Nature of Examination.	Number of institutions sending examinees.				Number of examinees.				
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.
1	2	3	4	5	6	7	8	9	10
ARTS COLLEGES.									
1. Master of Arts	2	4	1	7	14	10	2	10	36
2. 1st D. Sc.	1	1	1	3	6	1	1	...	8
3. 2nd D. Sc.	1	1	...	2	2	1	...	...	3
4. 3rd D. Sc.	1	...	...	1	1	...	..	...	1
5. Bachelor of Arts	2	7	3	12	71	150	19	11	251
6. B. Sc.	2	1	...	3	17	1	...	...	18
7. First B. A.	...	...	...	...	...	...	...	...	...
7. First B. Sc.	...	...	...	...	...	...	...	...	...
7. First Arts	2	8	12	22	77	337	160	12	586
7. Previous Examination	...	...	...	...	...	...	...	...	...
ORIENTAL COLLEGES.									
1. Master of Oriental Learning	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental Learning	...	...	...	..	...	...	...	...	...
3. Honours in Sanskrit (1)	1	1	...	2	85	1	...	...	86
3. „ „ Arabic...	...	...	...	...	...	...	...	...	...
3. „ „ Persian	...	...	...	...	...	...	...	...	...
3. „ „ Urdu	...	...	...	...	...	...	...	...	...
4. High Proficiency in Sanskrit (1) ...	2	2	44	48	119	9	126	8	262
4. „ „ „ Arabic	...	...	...	...	...	...	...	...	..
4. „ „ „ Persian	...	...	...	...	...	...	...	...	...
4. „ „ „ Urdu	...	...	...	...	...	...	...	...	...
5. Proficiency in Sanskrit (1)	2	5	50	57	35	13	170	6	224
5. „ „ Arabic (2)	1	2	...	3	1	5	...	...	6
5. „ „ Persian	...	...	...	...	...	...	...	...	...
5. „ „ Urdu (3)	14	17	4	35	104	75	20	11	210
COLLEGES FOR PROFESSIONAL TRAINING.									
Law.									
1. Doctor of Law	...	...	...	...	...	...	...	...	...
2. Bachelor of Law	2	6	1	9	44	61	2	...	107
Medicine.									
1. M. D.	...	...	...	...	...	...	...	...	...
2. M. B.	...	...	...	...	...	...	...	...	...
3. L. M. S.	...	...	...	...	...	...	...	...	...
4. First M.B.	...	...	...	..	...	..	...	...	...
4. First L.M.S.	...	...	...	...	...	...	...	...	...
Engineering.					12	...	...	...	12
					2	...	...	...	2
					38	...	...	...	38
1. M. C. E. ...					62	...	...	...	62
2. B. C. E. ... Roorkee College Examinations.	1	...	...	1	5	..	...	...	5
3. L. C. E. ...					15	..	...	...	15
4. First L. C. E.					7	...	...	...	7
					22	...	...	...	22
					1	...	...	...	1
Teaching	1	...	...	1	41	...	...	..	41
Agriculture...	...	...	...	...	...	...	...	...	...

TABLE VI.

the United Provinces during the official year 1903-1904.

Number passed.					Race or creed of passed scholars.								
							Hindus.						
Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Brahmans.	Non-Brahmans.	Muhammadans.	Buddhists	Parsis.	Others.	Remarks.
11	12	13	14	15	16	17	18	19	20	21	22	23	24
8	4	...	4	16	...	2	6	5	3	...	...	...	
4	1	...	...	5	...	...	3	1	1	...	...	...	
2	...	...	....	2	...	...	1	1	...	...	...	...	
1	...	...	...	1	...	...	...	1	...	...	...	...	
48	101	13	4	166	4	5	40	77	39	...	...	1	
13	...	...	...	13	...	...	6	4	3	...	..	...	
...	...	...	...	...	...	...	...	...	...	..	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
54	209	98	3	364	14	6	78	177	83	...	...	6	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	..	...	...	...	
53	...	...	...	53	...	...	53	...	...	...	..	...	(1) Sanskrit College Examinations.
...	...	...	...	...	...	...	...	...	...	...	...	...	(2) Mulla Examination.
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	(3) Special Vernacular Examination.
42	4	63	4	113	...	...	111	2	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
12	9	65	...	86	...	...	82	4	...	...	...	...	
1	3	...	...	4	...	...	...	...	4	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
80	63	17	6	166	...	1	36	87	38	...	...	4	
...	...	...	...	...	...	...	...	...	...	...	...	...	
18	26	...	...	44	...	...	8	20	12	...	1	3	
...	...	..	...	...	...	...	...	...	...	...	...	...	
..	...	...	...	...	...	...	...		...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	..	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
10	...	..	...	10	4	...	1	4	1	...	...	...(4)	(4) Civil Engineer.
2	...	...	...	2	1	...	...	1	...	...	...	...(5)	(5) Electrical do.
36	...	...	...	36	19	...	1	15	1	...	...	...(6)	(6) Upper Subordinate.
62	..	...	...	62	...	...	9	48	5	...	...	...(7)	(7) Lower ditto.
5	...	...	...	5	...	...	1	3	1	...	...	.. (8)	(8) Mechanical Apprentice.
15	...	...	...	15	...	1	1	7	6	...	...	...(9)	(9) Industrial.
7	...	...	...	7	7	...	...	...	...	...	...	...(10)	(10) British Military Survey.
22	...	...	...	22	...	...	1	9	12	...	...	...(11)	(11) Native Military Survey.
1	...	...	...	1	1	...	...	...	...	...	...	...(12)	(12) Salt Department.
40	...	...	...	40	...	1	11	24	4	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	

GENERAL

Return showing the Results of Prescribed Examinations in

Nature of Examination.	Number of institutions sending examinees.				Number of examinees.				
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.
1	2	3	4	5	6	7	8	9	10
SCHOOLS FOR GENERAL EDUCATION.									
1. Matriculation ... For Boys ...	35	41	7	83	561	606	101	232	1,500
„ Girls ...	...	6	...	6	...	16	...	...	16
2. High School Examination for Europeans. For Boys ...	...	10	4	14	...	85	39	...	124
„ Girls ...	...	9	2	11	...	51	8	1	60
3. Middle School Examination for Europeons. For Boys ...	...	13	2	15	...	151	38	...	189
„ Girls ...	...	17	2	19	...	91	6	...	97
3*a*. Middle English Examination for Girls ...	...	14	...	14	...	59	...	1	60
4. Middle Vernacular... For Boys ...	298	14	2	314	3,509	95	14	704	4,322
„ Girls ...	...	...	...	...	...	...	...	...	...
5. Upper Primary Examination. For Boys ...	1,999	269	14	2,282	1,2085	835	66	759	13,745
„ Girls ...	4	35	5	44	7	215	22	1	245
6. Lower Primary Examination. For Boys ...	...	...	...	...	...	...	...	...	...
„ Girls ...	...	...	...	...	...	...	...	...	...
7. Public Service Certificate Examination. English ...	...	...	...	...	...	...	...	...	...
Vernacular ...	...	...	..	...	...	...	...	...	...
SCHOOLS FOR SPECIAL EDUCATION.									
1. Training School Examination for Masters. Upper ...	4	...	...	4	235	...	...	32	267
Lower ...									
2. Training School Examination for Mistrasses. Upper ...	1	1	...	2	6	9	...	...	15
Lower ...									
3. School of Arts Examination	...	...	...	...	...	...	...	...	...
4. Medical Examination	1	...	...	1	50	...	...	...	50
5. Examination in Engineering	...	...	...	...	...	...	...	...	...
6. Examination in Surveying	...	...	...	...	...	...	...	...	...
7. Industrial School Examination ...	...	...	...	...	...	...	...	...	...
8. Commercial School Examination ...	...	...	...	...	...	...	...	...	...
9. Agricultural School Examination ...	1	...	...	1	29	...	...	..	29
10. Sanskrit Title Examination	...	...	...	...	...	...	...	...	...
11. Madrassa Central Examination ...	...	...	...	...	...	...	...	...	...
12. Other Schools Examination	12	...	...	12	445	...	...	148	593

TABLE VI.

the United Provinces during the official year 1903-1904.—(concluded).

Number passed.					Race or creed of passed scholars.								
Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Remarks.
							Brahmans.	Non-Brahmans.					
11	12	13	14	15	16	17	18	19	20	21	22	23	24
368	343	52	33	796	3	17	189	415	157	1	...	14	
...	10	...	...	10	4	6	...	...	...	...	...	...	
...	60	27	...	87	87	...	...	...	...	...	...	...	
....	43	5	1	49	49	...	...	...	...	...	...	...	
...	92	31	...	123	123	...	...	...	...	...	...	...	
...	59	4	...	63	63	...	...	...	...	...	...	...	
...	28	...	...	28	...	27	...	1	...	...	...	...	
2,739	42	7	276	3,064	...	1	812	1,709	542	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
9,144	478	30	428	10,080	153	15	2,528	5,875	1,506	...	1	2	
5	128	15	1	149	105	37	1	5	1	...	...	...	
...	...	...	....	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
185	...	...	20	205	...	...	100	76	29	...	...	...	
6	9	...	...	15	9	...	...	...	6	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
34	...	...	...	34	...	5	3	20	6	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
25	...	...	...	25	...	...	4	12	9	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
244	...	...	82	326	...	...	39	280	7	...	...	...	

GENERAL

Return showing the Distribution of Local Fund and Municipal Expenditure on Public

Objects of Expenditure.			Expenditure of District Boards					
			In institutions managed by					
			Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Revenues.	District Funds.
1			2	3	4	5	6	7
							Rs.	Rs.
COLLEGIATE EDUCATION.	*Arts Colleges.*							
	English		...	...	...	...	...	...
	Oriental		...	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.							
	Law		...	...	...	...	...	...
	Medicine		...	...	...	...	...	...
	Engineering		...	...	...	...	...	...
	Teaching		...	...	...	...	...	...
	Agriculture		...	...	...	...	...	...
	Total ...		...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL.	*Secondary Schools.*							
	For Boys.	High Schools ...	...	...	...	...	...	...
		Middle Schools English...	...	...	...	...	...	...
		Middle Schools Vernacular	293	42,069	40,476	31,006	...	1,64,625
	For Girls.	High Schools ...	...	...	...	...	...	...
		Middle Schools English...	...	...	...	...	...	...
		Middle Schools Vernacular	...	...	...	...	...	...
	Total ...		**293**	**42,069**	**40,476**	**31,006**	...	**1,64,625**
	Primary Schools.							
	For Boys		5,167	2,36,000	223,533	174,468	...	7,38,228
	For Girls		168	4,531	4,175	3,140	...	20,609
	Total ...		**5,335**	**240,531**	**227,708**	**177,608**	..	**7,58,837**
SCHOOL EDUCATION, SPECIAL.	*Schools for Special Instruction.*							
	Training Schools for Masters		...	...	...	...	...	...
	Training Schools for Mistresses.		...	...	...	...	...	...
	Schools of Art		...	...	...	...	...	...
	Law Schools		...	...	...	...	...	...
	Medical Schools ...		...	...	...	...	...	...
	Engineering and Surveying Schools.		...	...	...	...	...	...
	Technical and Industrial Schools.		...	...	...	...	...	...
	Commercial Schools ...		...	...	...	...	...	...
	Agricultural Schools ...		...	...	...	...	...	...
	Other Schools		1	76	64	47	...	564
	Total ...		**1**	**76**	**64**	**47**	...	**564**
Inspection			...	...	...	...	...	...
Scholarships held in—	Arts Colleges ...		...	...	...	...	...	...
	Medical Colleges ...		...	...	...	...	...	...
	Other Professional Colleges.		...	...	...	...	...	...
	Secondary Schools ...		...	...	...	...	...	...
	Primary Schools ...		...	...	...	...	...	...
	Medical Schools ..		...	...	...	...	...	...
	Technical and Industrial Schools.		...	...	...	...	...	...
	Other Special Schools	Reformatory	...	...	...	...	...	...
		Other	...	...	...	...	...	...
Buildings			...	...	...	...	4,145	2,07,762
Furniture and Apparatus (Special Grants only).			...	...	...	...	...	13,999
Miscellaneous			...	...	...	...	...	...
Total ...			...	...	...	...	**4,145**	**2,21,761**
Grand Total ...			**5,629**	**282,676**	**268,248**	**208,661**	**4,145**	**11,45,787**

TABLE VII.

Instruction in the United Provinces for the official year 1903-1904.

on Public Instruction.

District Boards.					In institutions managed by—			Total District Fund expenditure on Public Instruction.
Municipal grant.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or Associations.	
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	760	...	...	760
...	...	...	...	...	...	...	60	60
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	**760**	...	**60**	**820**
...	...	..	...	...	1,28,024	2,281	52,699	1,83,004
...	...	...	...	..	13,576	1,084	13,771	28,431
10,812	77,559	340	686	2,54,022	3,740	...	2,454	1,70,819
...	...	...	...	...	...	...	4,229	4,229
...	...	...	...	...	...	...	10,288	10,288
...	...	...	...	...	...	...	120	120
10,812	**77,559**	**340**	**686**	**2,54,022**	**1,45,340**	**3,365**	**83,561**	**3,96,891**
1,578	54,169	3,178	763	7,97,916	3,855	...	1,17,578	8,59,661
624	...	...	...	21,233	2,466	108	17,610	40,793
2,202	**54,169**	**3,178**	**763**	**8,19,149**	**6,321**	**108**	**1,35,188**	**9,00,454**
...	...	...	...	...	62,785	...	...	62,785
...	...	...	...	...	7,777	...	196	7,973
...	...	...	..	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	..	...	...	..	...	...
...	...	...	...	...	...	...	2,580	2,580
...	...	...	...	...	...	...	...	...
...	...	...	...	...	1,773	...	...	1,773
...	2	..	675	1,241	12,915	...	780	14,259
...	**2**	...	**675**	**1,241**	**85,250**	...	**3,556**	**89,370**
...	...	...	...	...	...	...	...	1,93,636
...	...	...	...	..	...	...	..	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
..	...	...	...	...	...	...	...	20,713
...	...	...	...	...	...	...	...	24
...	...	...	...	...	...	...	...	5,458
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	220
13	...	405	...	2,12,325	31,329	...	...	2,39,091
...	...	...	...	13,999	2,737	...	125	16,861
...	...	...	...	...	...	...	...	55,459
13	...	**405**	...	**2 26,324**	**34,066**	...	**125**	**5,31,462**
13,027	1,31,730	3,923	2,124	13,00,736	2,71,737	3,473	2,22,490	19,18,997

GENERAL

Return showing the Distribution of Local Fund and Municipal Expenditure on Public

Objects of Expenditure.			Expenditure of Municipal In institutions managed				
			Number of institutions.	Number of scholars on the rolls, on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Revenues.
1			17	18	19	20	21
Arts Colleges.							Rs.
Collegiate Education.	English	... ...	...	...	...	...	...
	Oriental	... ...	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.						
	Law	... ...	...	...	...	...	...
	Medicine	... ...	...	..	...	...	...
	Engineering	. ..	...	...	...	...	...
	Teaching	... ...	...	...	...	...	...
	Agriculture	... ..	...	...	...	...	...
	Total	...	...	...	...	...	...
Secondary Schools.							
School Education, General.	For Boys. High Schools	...	1	166	150	119	...
	For Boys. Middle Schools English	...	13	1,148	1,046	830	156
	For Boys. Middle Schools Vernacular	.	6	1,032	1,018	763	...
	For Girls. High Schools	...	...	...	...	...	...
	For Girls. Middle Schools English	...	..	...	...	...	...
	For Girls. Middle Schools Vernacular	...	...	...	..	...	...
	Total	...	20	2,346	2,214	1,712	156
Primary Schools.							
	For Boys	... ...	153	7,491	7,815	6,294	...
	For Girls	... ...	44	1,241	1,354	1,021	...
	Total	..	197	8,732	9,169	7,315	...
Schools for Special Instruction.							
School Education, Special.	Training Schools for Masters	..	...	...	...	...	..
	Training Schools for Mistresses	...	...	...	...	...	...
	Schools of Art	... ...	...	...	...	...	...
	Law Schools	... ...	...	...	...	...	...
	Medical Schools	... ...	...	...	...	...	...
	Engineering and Surveying Schools		...	...	...	...	...
	Technical and Industrial Schools...		...	...	...	...	...
	Commercial Schools ...	...	...	...	..	...	...
	Agricultural Schools	...	...	...	...	...	.
	Other Schools	... ...	...	...	...	...	...
	Total	...	...	...	. .	...	...
Inspection	... ...	...	...	...	...	...	...
Scholarships held in—	Arts Colleges ..	...	...	...	...	...	...
	Medical Colleges	...	...	...	...	...	...
	Other Professional Colleges		. .	...	...	...	...
	Secondary Schools	...	...	...	...	...	...
	Primary Schools	..	...	...	...	...	...
	Medical Schools	...	...	...	...	...	...
	Technical and Industrial Schools.		...	...	...	..	...
	Other Special Schools. Reformatory	...	...	...	...	...	...
	Other Special Schools. Other	...	...	...	...	...	...
Buildings	... .		...	...	...	...	...
Furniture and Apparatus (Special Grants only).			...	...	...	...	...
Miscellaneous	... ...		...	...	...	...	...
	Total	...	...	...	...	...	...
	Grand Total	...	217	11,078	11,383	9,027	156

TABLE VII.

Instruction in the United Provinces for the official year 1903-1904—(concluded).

Boards on Public Instruction.									
by Municipal Boards.					In institutions managed by—			Total Municipal expenditure on Public Instruction.	Total expenditure of Local Fund and Municipal Boards on Public Instruction.
Municipal Funds.	District Funds.	Fees.	Endowments and other sources.	Total.	The Government.	District Boards.	Private persons or Associations.		
22	23	24	25	26	27	28	29	30	31
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	130	...	5,960	6,090	6,850
...	...	...	...	...	...	...	...	...	60
...	...	...	...	...	...	...	...	..	...
...	...	...	...	...	...	...	...	...	...
...	..	..	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	..
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	130	...	5,960	6,090	6,910
555	2,281	1,939	...	4,775	11,682	...	15,535	27,772	2,10,776
11,815	1,084	9,286	10	22,351	3,970	...	11,127	26,912	55,343
4,831	...	1,622	...	6,453	...	10,812	840	16,483	1,87,302
...	...	...	...	...	...	...	360	360	4,589
..	...	...	...	..	...	...	911	911	11,199
...	...	...	...	...	...	...	...	...	120
17,201	3,365	12,847	10	33,579	15,652	10,812	28,773	72,438	4,69,329
27,717	...	2,464	...	3,0181	1,085	1,578	17,609	47,989	9,07,650
7,181	108	...	...	7,289	220	624	5,350	13,375	54,168
34,898	108	2,464	...	37,470	1,305	2,202	22,959	61,364	9,61,818
...	...	...	...	...	...	...	...	...	62,785
...	...	...	...	...	...	...	...	...	7,973
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	120	120	2,700
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	1,773
...	...	...	...	...	...	...	...	...	14,259
...	...	...	...	...	...	...	120	120	89,490
...	...	...	...	...	..	...	...	94	1,93,730
...	...	...	...	...	...	...	...	832	832
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
..	...	...	...	...	...	...	...	2,385	23,098
...	...	...	...	...	...	...	...	305	329
...	...	...	...	...	...	...	...	...	5,458
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	220
1,882	...	...	...	1,882	648	13	1,153	3,696	2,42,787
84	...	...	...	84	...	...	179	263	17,124
...	...	...	..	...	...	...	...	3,485	58,944
1,966	...	...	...	1.966	648	13	1.332	11.060	5,42,522
54,065	3,473	15,311	10	73,015	17,735	13,027	59,144	1,51,072	20,70,069

GENERAL TABLE VIII.

Return showing the attendance and expenditure in Hostels or Boarding-houses for the official year 1903-1904.

Class of Hostels or Boardinghouses.	Number of—		Number of Boarders who are students of—					Expenditure from—				
	Hostels or Boarding houses.	Boarders.	Arts colleges.	Colleges for Professional Training.	Secondary schools.	Primary schools.	Special schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions and endowments.	Fees.	Total expenditure
1	2	3	4	5	6	7	8	9	10	11	12	13
For Males.								Rs.	Rs.	Rs.	Rs.	Rs.
1. Managed by Government.	46	1,742	102	116	855	103	566	5,147	11,034	5,155	5,225	26,561
2. Managed by Local or Municipal Boards.	208	3,341	...	...	3,120	221	...	...	10,519	...	2,717	13,236
3. Aided by Government or by Local or Municipal Boards.	19	1,623	68	15	787	738	15	10,569	200	4,507	58,848	74,124
4. Unaided ...	55	2,079	587	42	979	453	18	10,000	...	55,898	73,026	1,38,924
Total ...	**328**	**8,785**	**757**	**173**	**5,741**	**1,515**	**599**	**25,716**	**21,753**	**65,560**	**1,39,816**	**2,52,845**
For Females.												
1. Managed by Government.	1	22	...	...	...	1	21	...	1,284	...	...	1,284
2. Aided by Government or by Local or Municipal Boards.	17	* 1,082	21	9	485	551	5	4,811	1,272	9,468	67,658	83,209
3. Unaided ...	24	1,827	18	...	843	954	12	...	...	55,988	31,986	87,974
Total ...	**42**	**2,931**	**39**	**9**	**1,328**	**1,506**	**38**	**4,811**	**2,556**	**65,456**	**99,644**	**1,72,467**
Grand Total ...	**370**	**11,716**	**796**	**182**	**7,069**	**3,021**	**637**	**30,527**	**24,309**	**1,31,016**	**2,39,460**	**4,25,312**

*11 infants and blind.

GENERAL TABLE III.

Return of Colleges, Schools and Scholars in the United Provinces for the official year 1903-1904.

(For Europeans and Eurasians.)

Class of institutions.	Public Institutions. Under Private Management. Aided by Government or by District or Municipal Boards. Number of institutions.	Aided by Government or by District or Municipal Boards. Number of scholars on the rolls on 31st March	Aided by Government or by District or Municipal Boards. Average number on the rolls monthly during the year.	Aided by Government or by District or Municipal Boards. Average daily attendance.	Unaided. Number of institutions.	Unaided. Number of scholars on the rolls on 31st March.	Unaided. Average number on the rolls monthly during the year.	Unaided. Average daily attendance.	Grand total of public institutions.	Grand total of scholars on 31st of March.	Number of scholars on the 31st of March learning— English.	A classical language.	A vernacular language.	Classification of scholars on the 31st of March according to race or creed. Europeans and Eurasians.	Native Christians.	Hindus. Brahmans.	Hindus. Non-Brahmans.	Muhammadans.	Buddhists.	Parsis.	Others.	Number of girls in boys' schools.	Number of boys in girls' schools.
1.	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Arts Colleges.																							
COLLEGIATE EDUCATION. English	...	...	...	...	9	78	87	83	9	78	78	33	44	78	...	...	..	...	...	...	...	...	...
Total ...	...	...	...	...	**9**	**78**	**87**	**83**	**9**	**78**	**78**	**33**	**44**	**78**	...	...	..	...	...	...	...	...	..
Secondary Schools.																							
SCHOOL EDUCATION, GENERAL — For Boys, English — High ...	11	1,396	1,425	1,359	3	262	240	238	14	1,658	1,658	447	1,170	1,638	3	6	...	7	1	2	1	179	...
For Boys, English — Middle ...	3	352	345	312	1	14	22	19	4	366	366	22	208	339	...	6	12	...	...	9	...	59	...
For Girls, English — High ...	12	1,009	1,115	1,003	3	175	272	145	15	1,184	1,184	399	418	1,168	4	...	...	2	4	6	...	...	145
For Girls, English — Middle ...	5	265	255	235	...	...	...	...	5	265	265	...	73	263	...	...	..	..	...	2	...	...	75
Total ...	**31**	**3,022**	**3,140**	**2,909**	**7**	**451**	**534**	**402**	**38**	**3,473**	**3,473**	**868**	**1,869**	**3,408**	**7**	**12**	**12**	**9**	**5**	**19**	**1**	**238**	**220**
Primary Schools.																							
For Boys	8	250	231	199	1	85	97	89	9	335	335	...	79	334	1	..	...	...	...	...	...	155	...
For Girls	9	411	391	317	2	31	29	25	11	442	442	...	116	425	4	...	1	1	...	7	4	...	186
Total ...	**17**	**661**	**622**	**516**	**3**	**116**	**126**	**114**	**20**	**777**	**777**	**...**	**195**	**759**	**5**	**...**	**1**	**1**	**..**	**7**	**4**	**155**	**186**
Schools for Special Instruction.																							
SCHOOL EDUCATION, SPECIAL — Training Schools for Masters ...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Training Schools for Mistresses.	1	6	8	8	...	...	..	...	1	6	6	...	...	6	...	...	...	...	..	...	...	..	...
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...
Other Schools	1	42	38	34	...	...	..	...	1	42	42	...	...	41	...	...	...	...	...	1	...	...	...
Total ...	**2**	**48**	**46**	**42**	**...**	**...**	**...**	**...**	**2**	**48**	**48**	**...**	**...**	**47**	**...**	**...**	**...**	**...**	**...**	**1**	**..**	**...**	**...**
Total of Colleges and Schools of Public Instruction.	**50**	**3,731**	**3,808**	**3,467**	**19**	**645**	**747**	**599**	**69**	**4,376**	**4,376**	**901**	**2,108**	**4,292**	**12**	**12**	**13**	**10**	**5**	**27**	**5**	**393**	**406**

GENERAL

Return of Expenditure on Public Instruction in the

(For Europeans

Objects of Expenditure.	Public						
	Under Privat						
	Aided by Government or by District or Municipal Boards.						
	Provincial Revenues.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.
1	2	3	4	5	6	7	8
COLLEGIATE EDUCATION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.							
English	...	...	...	...	...	...	8,128
Total ...	...	...	...	...	..	...	**8,128**
Secondary Schools.							
SCHOOL EDUCATION, GENERAL. For Boys, English. High ...	41,223	570	70,017	7,517	33,771	1,53,098	17,423
For Boys, English. Middle ...	7,953	1,680	6,068	208	3,026	18,935	1,208
For Girls, English. High ...	36,238	360	62,860	2,824	30,717	1,32,999	36,360
For Girls, English. Middle ...	5,625	340	10,365	5,459	8,093	29,882	...
Total ...	**91,039**	**2,950**	**1,49,310**	**16,008**	**75,607**	**3,34,914**	**54,991**
Primary Schools.							
For Boys	3,777	360	4,518	625	5,670	14,950	...
For Girls	6,720	559	4,532	1,214	4,116	17,141	272
Total ...	**10,497**	**919**	**9,050**	**1.839**	**9,786**	**32,091**	**272**
Schools for Special Instruction.							
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters	...	...	...	...	...	...	...
Training Schools for Mistresses.	3,060	...	1,520	...	190	4,770	...
Schools of Art	...	...	...	...	...	...	...
Technical and Industrial Schools.	...	...	...	...	...	...	...
Other Schools	928	...	235	..	...	1,163	...
Total ...	**3,988**	...	**1,755**	...	**190**	**5,933**	...
Buildings	21,120	...	3,383	3,500	700	28,703	2,440
Furniture and Apparatus (Special Grants only.)	3,604	...	5,578	...	666	9,848	500
Total ...	**24,724**	...	**8,961**	**3,500**	**1,366**	**38,551**	**2 940**
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN— Arts Colleges ...	...	...	...	..	..	...	...
Professional Colleges ...	..	...	...	...	...	...	...
Secondary Schools ...	..	...	...	...	...	...	...
Primary Schools ...	...	...	...	...	...	...	...
Technical and Industrial Schools.	...	...	...	...	...	...	...
Other Special Schools ...	...	...	...	...	...	...	..
Miscellaneous	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.	1,30,248	3,869	1,69,076	21,347	86,949	4,11,489	66,331

TABLE IV.

United Provinces for the official year 1903-1904.

and Eurasians.)

Institutions. / Management. / Unaided.		Total Expenditure from—					Grand Total.
					All other sources.		
Endowments and other sources.	Total.	Provincial Revenues.	Municipal Funds.	Fees.	Private.	Public.	
9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.
9,243	17,371	...	...	8,128	9,243	...	17,371
9,243	**17,371**	...	...	**8,128**	**9,243**	...	**17,371**
17,839	35,262	41,223	570	87,440	59,127	...	1,88,360
...	1,208	7,953	1,680	7,276	2,666	568	20,143
...	36,360	36,238	360	99,220	29,131	4,410	1,69,359
...	...	5,625	340	10,365	13,166	386	29,882
17,839	**72,830**	**91,039**	**2,950**	**2,04,301**	**1,04,090**	**5,364**	**4,07,744**
...	...	3,777	360	4,518	2,940	3,355	14,950
543	815	6,720	559	4,804	3,150	2,723	17,956
543	**815**	**10,497**	**919**	**9,322**	**6,090**	**6,078**	**32,906**
...	...	...	...	...	...	...	...
...	...	3,060	...	1,520	...	190	4,770
...	...	...		...	...	...	...
...	...	...	...	...	...	...	...
...	...	928	...	235	...	...	1,163
...	...	**3,988**	..	**1,755**	...	**190**	**5,933**
...	2,440	21,120	...	5,823	4,200	...	31,143
...	500	3,604	...	6,078	666	...	10,348
...	**2,940**	**24,724**	...	**11,901**	**4,866**	...	**41,491**
...	...	...	...	...	...	...	...
...	...	930	...	...	...	...	930
...	...	...	...	...	...	...	...
...	..	2,301	...	...	171	...	2,472
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	800	...	...	...	...	800
...	...	26,110	200	1,69,957	32,375	...	2,28,642
...	...	**30,141**	**200**	**1,69,957**	**32,546**	...	**2,32,844**
27,625	**93,956**	**1,60,389**	**4,069**	**4,05,364**	**1,56,835**	**11,632**	**7,38 289**

GENERAL TABLE V.

Return of the Stages of Instruction of Pupils in Public Schools for General Education in the United Provinces at the end of the official year 1903-1904.

(For Europeans and Eurasians.)

Class of schools	Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary stage but have not passed beyond the Lower Secondary (Middle Stage).			Upper Primary Stage. Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Lower Primary Stage. Comprising all pupils who have not passed beyond the Lower Primary Stage. Reading Printed Books.			Lower Primary Stage. Comprising all pupils who have not passed beyond the Lower Primary Stage. Not reading Printed Books.			Total.		
			1			2			3			4			5					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—																				
For Boys { Aided, English	14	1,748	162	15	177	530	83	613	470	75	545	326	65	391	22	...	22	1,510	238	1,748
For Boys { Unaided, English	4	276	62	...	62	106	..	106	94	...	94	14	...	14	...	...	...	276	...	276
Total ...	**18**	**2,024**	**224**	**15**	**39**	**636**	**83**	**719**	**564**	**75**	**639**	**340**	**65**	**405**	**22**	**...**	**22**	**1,786**	**238**	**2,024**
For Girls { Aided, English	17	1,274	...	78	78	9	343	352	51	356	407	113	265	378	23	36	59	196	1,078	1,274
For Girls { Unaided, English	3	175	...	7	7	3	57	60	7	28	35	13	46	59	1	13	14	24	151	175
Total ...	**20**	**1,449**	**...**	**85**	**85**	**12**	**400**	**412**	**58**	**384**	**442**	**126**	**311**	**437**	**24**	**49**	**73**	**220**	**1,229**	**1,449**
Total, Secondary Schools.	**38**	**3,473**	**224**	**100**	**324**	**648**	**483**	**1,131**	**622**	**459**	**1,081**	**466**	**376**	**842**	**46**	**49**	**95**	**2,006**	**1,467**	**3,473**
Primary Schools.																				
For Boys { Aided ...	8	250	...	...	...	..	...	...	30	28	58	94	81	175	7	10	17	131	119	250
For Boys { Unaided ...	1	85	...	...	...	..	...	...	9	11	20	28	20	48	12	5	17	49	36	85
Total ...	**9**	**335**	**...**	**..**	**...**	**...**	**...**	**...**	**39**	**39**	**78**	**122**	**101**	**223**	**19**	**15**	**34**	**180**	**155**	**335**
For Girls { Aided ...	9	411	...	...	...	...	...	...	35	75	110	115	127	242	23	36	59	173	238	411
For Girls { Unaided ...	2	31	...	...	...	...	...	...	9	9	18	4	9	13	...	...	...	13	18	31
Total ...	**11**	**442**	**...**	**...**	**...**	**...**	**...**	**...**	**44**	**84**	**128**	**119**	**136**	**255**	**23**	**36**	**59**	**186**	**256**	**442**
Total, Primary Schools	**20**	**777**	**...**	**...**	**...**	**...**	**...**	**...**	**83**	**123**	**206**	**241**	**237**	**478**	**42**	**51**	**93**	**366**	**411**	**777**
GRAND TOTAL ...	**58**	**4,250**	**224**	**100**	**324**	**648**	**483**	**1,131**	**705**	**582**	**1,287**	**707**	**613**	**1,320**	**88**	**100**	**188**	**2,372**	**1,878**	**4,250**

APPENDICES.

PROVINCIAL TABLE A.—*Showing the number of scholars and percentage under instruction in each district for the year ending 31st March 1904.*

District.	Population.			Number of scholars.			Percentage of male scholars to male population of school-going age.	Percentage of female scholars to female population of school-going age.	Percentage of total scholars to total population of school-going age.
	Male.	Female.	Total.	Male.	Female.	Total.			
1	2	3	4	5	6	7	8	9	10
Muttra ...	409,030	354,069	763,099	10,134	570	10,704	16·52	1·07	9·35
Agra	568,822	491,706	1,060,528	14,703	1,591	16,294	17·23	2·16	10·24
Farrukhabad ...	500,897	424,915	925,812	9,195	692	9,887	12·24	1·09	7.12
Mainpuri ...	451,356	378,001	829,357	5,748	252	6,000	8·49	·44	4·82
Etáwah ...	437,913	368,885	806,798	7,501	308	7,809	11·42	·56	6·45
Etah	466,787	397,161	863,948	8,193	679	8,872	11·70	1·14	6·85
Total ...	**2,834,805**	**2,414,737**	**5,249,542**	**55,474**	**4,092**	**59,566**	**13·05**	**1·13**	**7·51**
Dehra Dún ...	102,826	75,369	178,195	3,541	804	4,345	22·96	7·11	16·26
Saháranpur ...	560,843	484,387	1,045,230	13,218	1,239	14,457	15·71	1·71	9·22
Muzaffarnagar ...	469,243	407,945	877,188	12,800	399	13,199	18·19	·65	10·03
Meerut ...	820,563	719,612	1,540,175	18,159	777	18,936	14·75	·72	8·20
Bulandshahr ...	599,108	538,993	1,138,101	14,558	216	14,774	16·20	·27	8·65
Aligarh ...	634,872	565,950	1,200,822	16,724	807	17,531	17·56	·95	9·73
Total ...	**3,187,455**	**2,792,256**	**5,979,711**	**79,000**	**4,242**	**83,242**	**16·52**	**1·01**	**9·28**
Bareilly ...	585,304	504,813	1,090,117	11,629	1,099	12,728	13·25	1·45	7·78
Bijnor ...	406,697	373,254	779 951	12,127	1,037	13,164	19·88	1·85	11·25
Budaun ...	553,120	472,633	1,025,753	8,865	921	9,786	10·68	1·30	6·36
Moradabad ...	631,224	560,769	1,191,993	13,059	1,132	14,191	13·79	1·35	7·94
Sháhjahánpur ...	494,910	426,616	921,535	8,991	531	9,522	12·11	·83	6·89
Pilibhít ...	249,615	220,724	470,339	4,878	284	5,162	13·03	·86	7·32
Total ...	**2,920,879**	**2,558,809**	**5,479,688**	**59,549**	**5,004**	**64,553**	**13 59**	**1 30**	**7·85**
Cawnpore ..	673,932	584,936	1,258,868	15,146	754	15,900	14·98	·86	8·42
Fatehpur ...	349,381	337,010	686,391	8,366	212	8,578	15 96	·42	8·33
Bánda ...	317,599	313,459	631,058	6,453	205	6,658	13·55	·44	7·03
Hamírpur ...	230,204	228,338	458,542	5,508	229	5,737	15·95	·67	8·34
Allahabad ...	747,425	746,330	1,493,755	12,185	950	13,135	10·87	·85	5·86
Jhánsi ...	315,297	301,462	616,759	6,725	344	7,069	14·22	·76	7·64
Jalaun ...	206,277	193,449	399,726	5,774	280	6,054	18·67	·96	10·09
Total ...	**2,840,115**	**2,704,984**	**5,545,099**	**60,157**	**2,974**	**63,131**	**14·12**	**·73**	**7·59**
Benares ...	445,047	437,037	882,084	13,541	2,196	15,737	20·28	3·35	11·89
Mirzapur ...	530,075	552,355	1,082,430	8,887	343	9,230	11·18	·41	5·68
Jaunpur ...	589,828	613,092	1,202,920	10,507	214	10,721	11·88	·23	5·94
Gházipur ...	444,735	469,083	913,818	10,834	453	11,287	16·24	·64	8·23
Ballia ...	473,969	513,799	987,768	7,770	3	7,773	10·93	...	5·25
Total ...	**2,483,654**	**2,585,366**	**5,069,020**	**51,539**	**3,209**	**54,748**	**13·83**	**·83**	**7·02**
Gorakhpur ...	1,470,469	1,486,605	2,957,074	18,162	615	18,777	8·23	·28	4·23
Basti	935,556	910,597	1,846,153	16,664	435	17,099	11·87	·32	6·17
Azamgarh ...	757,314	772,471	1,529,785	15,614	292	15,906	13·75	·25	6·93
Total ...	**3,163,339**	**3,169,673**	**6,333,012**	**50,440**	**1,342**	**51,782**	**10·63**	**·28**	**5·45**
Naini Tál ...	172,970	138,267	311,237	3,136	359	3,495	12·09	1·73	7·49
Almora ...	236,751	229,142	465,893	7,660	503	8,163	21·57	1·46	11·68
Garhwál ...	211,588	218,312	429,900	4,754	76	4,830	14·98	·23	7·49
Total ...	**6,21,309**	**5,85,721**	**1,207,030**	**15,550**	**938**	**16,488**	**16·69**	**1·07**	**9 11**
Lucknow ...	414,949	378,292	793,241	8,363	1,375	9,738	13·44	2·42	8·18
Unao	499,015	477,624	976,639	8,778	59	8,837	11·73	·08	6·03
Rae Bareli ...	510,090	523,671	1,033,761	9,369	81	9,450	12·24	·10	6·09
Sítapur ...	619,837	555,636	1,175,473	8,816	491	9,307	9·48	·59	5·28
Haidoi ...	582,533	510 301	1,092,834	8,486	505	8,991	9·71	·66	5·48
Kheri ...	478,629	426,509	905,138	5,672	189	5,861	7·90	·30	4·32
Total ...	**31,05,053**	**2,872,033**	**5,977,086**	**49 484**	**2,700**	**52,184**	**10·62**	**·63**	**5·82**
Fyzabad ...	605,403	599,564	12,04,967	12,318	460	12,778	13·56	·51	7·07
Gonda ...	714,204	688,991	14,03,195	9,600	263	9,863	8·96	·25	4·69
Bahraich ...	544,416	506,931	10,51,347	6,977	130	7,107	8·54	·17	4·51
Sultánpur ...	534,932	548,972	10,83,904	8,940	123	9,063	11·14	·15	5·57
Partábgarh ...	446,182	466,666	9,12,848	8,344	67	8,411	12·47	·10	6·14
Bara Banki ...	603,967	575,356	11,79,323	9,462	504	9,966	10·44	·58	5·63
Total ...	**3,449,104**	**3,386,480**	**6,835,584**	**55.641**	**1,547**	**57,188**	**10 75**	**·30**	**5·58**
GRAND TOTAL ...	24 616,942	23,074.840	47,691,782	476 834	26,048	5 02,882	12·91	·75	7·03
GRAND TOTAL FOR PREVIOUS YEAR.	24,616,912	23,074,840	47,691,782	471,244	21,887	4,93,131	12·76	·63	6·89

PROVINCIAL TABLE B.—*Giving particulars of Vernacular Primary Schools for Boys for the year ending 31st March 1904.*

District.	Number of schools.							Number of scholars.							Expenditure on schools.	
	Under public management.		Under private management. Aided.		Under private management. Unaided.			Under public management.		Under private management. Aided.		Under private management. Unaided.				
	Upper.	Lower.	Upper.	Lower.	Upper.	Lower.	Total.	Upper.	Lower.	Upper.	Lower.	Upper.	Lower.	Total.	Under public management.	Aided.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Muttra ...	49	52	27	46	...	...	174	813	4,740	122	2,082	...	...	7,757	20,398	5,678
Agra	42	107	21	40	...	6	216	858	6,668	136	1,760	...	275	9,697	25,316	7,954
Farrukhabad ...	42	83	30	48	.	...	203	797	5,155	164	1,969	...	...	8,085	21,364	6,469
Mainpuri ...	22	94	...	27	...	...	143	287	3,718	...	613	...	..	4,618	16,980	1,058
Etáwah ...	28	74	28	22	...	..	152	567	4,066	149	1,164	...	...	5,946	20,185	5,438
Etah... ...	36	85	14	48	...	23	206	539	3,940	166	1,502	...	370	6,517	20,510	4,181
Total ...	219	495	120	231	...	29	1,094	3,861	28,287	737	9,090	...	645	42,620	1,24,773	30,778
Dehra Dún ...	20	19	4	10	...	...	53	219	1,305	32	494	...	...	2,050	5,682	1,420
Saháranpur ...	34	71	3	54	...	...	162	466	3,239	23	1,766	...	...	5,494	17,581	2,914
Muzaffarnagar ...	58	43	15	64	...	1	181	547	3,216	63	2,127	...	22	5,975	14,561	3,152
Meerut ...	97	53	25	68	...	...	243	1,010	6,040	103	2,474	...	...	9,627	22,638	4,015
Bulandshahr .	85	21	30	31	...	2	169	1,070	4,521	185	1,885	...	57	7,718	18,721	3,140
Aligarh ...	87	55	19	37	1	..	199	1,090	5,287	101	1,527	5	28	8,038	22,743	2,743
Total ...	381	262	96	264	1	3	1,007	4,402	23,608	507	10,273	5	107	38,902	1,01,926	17,404
Bareilly ...	54	60	3	38	...	...	155	579	4,723	39	957	...	...	6,298	20,816	1,734
Bijnor ...	34	61	6	75	...	..	176	552	3,653	53	2,794	...	...	7,052	14,031	4,186
Budaun ...	58	77	3	12	...	...	150	571	4,451	10	361	...	...	5,393	20,787	820
Moradabad ...	45	81	6	31	...	...	163	604	4,535	23	1,685	...	...	6,847	21,358	1,910
Sháhjahánpur ...	27	76	...	45	...	...	148	508	4,431	...	1,447	...	...	6,386	15,644	3,007
Pilibhít ..	31	50	2	14	...	...	97	291	2,703	7	397	...	...	3,398	12,246	536
Total ...	249	405	20	215	..	..	889	3,105	24,496	132	7,641	...	...	35,374	104,882	12,193
Cawnpore ...	57	92	...	77	...	...	226	780	6,520	...	2,390	..	...	9,690	25,634	4,054
Fatehpur ...	24	82	1	54	...	...	161	323	3,859	3	1,522	...	...	5,707	15,497	2,737
Bánda ...	35	100	1	28	..	...	164	426	4,450	38	859	...	...	5,773	21,230	1,640
Hamírpur ...	26	70	1	24	..	...	121	420	3,754	3	599	..	...	4,776	16,004	2.113
Allahabad ...	28	95	1	70	...	...	194	325	4,569	3	1,773	...	...	6,670	22,281	2,853
Jhánsi ...	29	103	2	28	...	1	163	440	4,314	10	949	...	25	5,738	21,983	2,641
Jalaun ...	24	60	7	39	...	...	130	370	3,156	28	1,066	...	...	4,620	12,472	2,542
Total ...	223	602	13	320	...	1	1,159	3,084	30,622	85	9,158	...	25	42.974	1,35,101	18,580
Benares ...	80	30	11	45	..	...	166	770	6,230	26	1,998	...	...	9,024	17,476	2,528
Mirzápur ...	21	82	...	58	2	3	166	302	4,144	...	1,812	50	130	6,438	16,424	6,387
Jaunpur ...	36	90	1	58	...	...	185	581	5,433	6	1,792	...	...	7,812	18,405	3,912
Gházipur ...	40	53	1	79	...	...	173	832	5,138	9	2,928	...	..	8,907	14,564	3,983
Ballia... ...	45	53	14	21	...	...	133	644	4,318	84	1,275	...	...	6,321	16,545	2,104
Total ...	222	308	27	261	2	3	823	3,129	25,263	125	9,805	50	130	38,502	83,414	18,914
Gorakhpur ...	78	79	22	116	...	..	295	1,221	8,273	160	4,785	...	...	14,439	22,583	7,531
Basti... ...	45	81	77	77	...		280	790	7,844	362	5,756	...	...	14,752	20,033	7,063
Azamgarh ...	58	63	32	97	...	...	250	1,132	7,617	139	4 288	...	...	13,176	19,343	5,049
Total ...	181	223	131	290	...	.	825	3,143	23,734	661	14,829	...	..	42,367	61,957	19,643
Naini Tál ...	19	55	...	12	1	...	87	130	1,646	...	269	2	23	2,070	9,230	631
Garhwál ...	20	78	3	13	...	...	114	1,351	2,479	121	344	...	...	4,295	13,075	1,742
Almora ...	58	43	19	33	2	5	160	675	3,990	150	1,775	8	175	6,773	16,138	7,434
Total ...	97	176	22	58	3	5	361	2,156	8,115	271	2,388	10	198	13,138	38,443	9,807
Lucknow ...	22	68	2	3	2	...	97	301	2,864	6	128	17	98	3,414	13,701	661
Unao	42	76	2	47	...	...	167	687	4,800	13	1,192	...	...	6,692	17,322	2,138
Rae Bareli ...	63	40	24	52	1	3	183	960	4,239	132	2,259	2	130	7,722	17,149	4,916
Sitapur ...	71	105	1	16	...	2	195	821	5,985	11	543	...	58	7,418	26,998	1,019
Hardoi ...	34	107	1	20	...	...	162	402	4,985	6	506	...	...	5,899	19,403	983
Kheri ...	38	42	7	63	...	4	154	396	2.874	15	1,600	..	61	4,946	17,672	4,011
Total ...	270	438	37	201	3	9	958	3,567	25.747	183	6,228	19	347	36,091	1,12,245	13.728
Fyzabad ...	52	41	6	82	...	...	181	855	5,560	84	3,224	...	...	9,723	18,482	3,598
Gonda ...	61	72	11	21	...	4	169	690	6,094	59	1,140	...	158	8,141	19,381	1,986
Bahraich ...	33	55	8	59	...	...	155	412	3,537	24	1.776	...	...	5,749	13,513	4,156
Sultánpur ...	41	69	4	48	..	1	163	724	5,317	15	1,590	...	26	7,672	16,522	2,985
Partábgarh ...	41	56	20	39	7	4	167	517	4,467	135	1,910	35	326	7,390	15.573	5,280
Bara Banki ...	56	60	6	24	2	10	158	733	5,174	41	939	10	342	7,239	20,095	2,191
Total ...	284	353	55	273	9	19	993	3,931	30,149	358	10,579	45	852	45,914	1,03,566	20,196
GRAND TOTAL (1903-04)	2,126	3,262	521	2,113	18	69	8,109	30,378	2,20,021	3,059	79,991	129	2,304	3,35,882	8,66,307	1,61,243
GRAND TOTAL (1902-03)	2,258	3,312	535	2,027	26	37	8,195	37,566	2,34,837	3,437	80,203	234	1,798	3,58,075	8,78,644	1,47,376

ORDERS OF GOVERNMENT.

No. $\frac{798}{\text{XV}-\frac{48}{12\text{-}3}}$ OF 1904.

RESOLUTION.

EDUCATIONAL DEPARTMENT.

Dated Allahabad, the 30th November 1904.

READ—

The general report on public instruction in the United Provinces for the year ending 31st March 1904, submitted by the Director of public instruction.

OBSERVATIONS.—The advancement of instruction in this province, as remarked in the government resolution on the report for 1902-3, is mainly a matter of expenditure. The report for 1902-3 showed an increase of expenditure amounting to Rs. 5,27,000—thanks to the liberal grant of 5 lakhs made by the Government of India. The report for the year 1903-4 shows a further increase in expenditure of Rs. 1,10,000, of which Rs. 20,000 came from municipal funds.

2. In paragraphs 2, 38, and 46 of the report it is complained that in certain cases progress has been arrested because the allotments for education in the district board budgets have been cut down. The complaints refer chiefly to the action taken on the budgets of 1904-5, i. e. to a period outside the scope of the report. They appear to have been made without much thought and repeated without much examination. In sending up their budgets for 1904-5 the boards provided for an expenditure of from $1\frac{1}{2}$ or 2 lakhs in excess of that of 1903-4. Funds not being available to meet this further increase, the Director was requested to select the most urgent demands. He reported that an additional allotment of Rs. 47,000 was required by the boards to meet the expenditure to which they were committed. All this and some Rs. 13,000 more was sanctioned, the bulk of the enhanced expenditure having to be met by increased contributions from provincial revenues. On the information before it, which apparently was incomplete, the Government treated the boards with liberality.

3. The district board budgets of 1904-5 and, so far as they have been received, of 1905-6 show great laxity in system. What happens apparently is this :—boards find themselves with funds in hand halfway through the year ; they sink all those funds in recurring expenditure for the remaining half-year, and budget for twice the amount in the following year. Obviously the Government cannot keep pace with demands of this kind when already, without them, expenditure on education is increasing at a rate far more rapid than the rate of expansion in provincial revenues. Instructions will be issued in the Local Self-Government department with a view to secure more business-like methods in budgeting for district board educational expenditure.

4. The following table compares the examination results of the year with those of the year preceding :—

Examination.	*Candidates.*		Variation.	*Passed.*		Variation.
	1902-3.	1903-4.		1902-3.	1903-4.	
M.A. and D.Sc. ...	42	48	+6	20	24	+4
B.A.	192	251	+59	126	166	+40
B.Sc.	11	18	+7	7	13	+6
Intermediate ...	558	586	+28	227	364	+137
Entrance	1,069	1,178	+109	534	595	+61
School final ...	370	338	−32	226	211	−15
Vernacular final ...	3,887	4,322	+435	2,090	3,064	+974
Primary	17,116	13,990	−3,126	11,694	10,229	−1,465

No explanation is offered of the falling off in the number of candidates for the primary examination, which may to some extent be the result of plague or the *in situ* examinations or alterations in the rules as to promotion in anglo-vernacular schools. It is understood that boys who pass the promotion examination to class V in anglo-vernacular schools are, as directed, shown as having passed the primary examination. The primary certificate, however, has no value in use, and the examination is a leaving examination for only a few scholars. On the whole, the results of the year appear to have been satisfactory so far as examinations go.

5. The two great objects on which attention is now being, and for long must be, concentrated are the improvement of the teaching staff and the introduction of a new and more efficient system of inspection. Much is being done on either account.

6. The usefulness of the training college for english-knowing teachers is generally recognized. New buildings have recently been erected and thoroughly equipped. There are now five large normal schools, which are turning out numbers of trained teachers for vernacular schools. By degrees trained teachers will become available for anglo-vernacular schools and vernacular secondary and upper primary schools. What is now required is a cheap and simple system of training for teachers in lower primary vernacular schools. The number of such teachers is so great that any regular normal school course for them is quite beyond the financial resources of the Government; nor—vide paragraphs 14 and 15 *infra*—is an elaborate system of training necessary at present for the objects in view. The period of training must be short, and the student teachers must not be sent far from their homes. The Lieutenant Governor would be glad to consider any proposals of the Director to this

end. It ought to be possible to secure some real improvement at a small cost.

7. The Lieutenant Governor is glad to read that the quality of the work done by the subordinate inspecting staff is improving. He is inclined, however, to doubt whether the dethronement of examinations has so far achieved much more than the substitution of oral and impromptu for written and set examinations. It seems to him that changed conditions require some re-adjustment of methods of inspection in all ranks.

8. His Honour intends to ask sanction to the appointment of three more inspectors. The circles would then be reduced to a more manageable size, and it should be possible to introduce changes in the character of inspection. This appears at present to be devoted too much to the examination of individual scholars and too little to general testing and guidance of the system of teaching and management. In this connexion the following extract from Mr. Sargant's interesting report on the Transvaal and Orange River Colony deserves thoughtful consideration :—

> Articles * * * define the relations of the inspector and the head teacher. All my experience leads me to believe that in the organization of education there is nothing more difficult of adjustment, or more necessary to define clearly, than the amount of authority which should be entrusted respectively to these two functionaries. An inefficient principal of a school must have his inefficiency exposed without mercy. But the inspector will do incalculable harm if he seek to revise the plans and results of a good principal in detail, and without sufficient knowledge of the special conditions of the school under examination. Accordingly an inspector should never proceed to the individual examination of scholars unless there is a strong presumption (1) that the methods of instruction are wrong, (2) that the classification of the school is faulty, or (3) that there is an absence of brightness and activity of mind among the scholars. In ordinary circumstances the promotion of the children from one class to another should be left entirely to the principal teacher and his assistants. By all means let the inspector call together the whole staff of the school and point out to individual teachers their deficiencies, tempering his remarks with allusions to points on which a favourable judgement can be passed. Let him indicate to the principal, when the other teachers are gone, methods by which the latter's authority may be strengthened or his general aim raised. But to attempt to revise the judgement of an earnest and successful head teacher as to whether a pupil's work throughout the year does or does not entitle him to be raised a class, and to do this on the result of a few minutes' examination, lays the inspector open to a great deal of just criticism, and even to contempt on the part of his subordinates. * * * I have dwelt thus strongly upon the articles in question, because for six years the effect of regulations of a contrary nature in England was my constant study. It became clear to me that the mechanical character of the teaching in most elementary schools in the "eighties" was directly traceable to undue interference of the inspectorate in the details of school work, and particularly to the system which removed out of the hands of the head teachers the individual examination of scholars. * * * Among the younger generation of school administrators, who have not witnessed the evils from which we have escaped, there are those who turn their eyes longingly towards the older and more bureaucratic methods of inspection. Let them take warning. * * *

While recognizing that the present state of the teaching staff in this province is an obstacle to the application of these principles in their

entirety, the Lieutenant Governor has no doubt whatever that the principles are right and true and should be adopted, so far as practicable, in the new code, and steadily extended as the teachers improve. The form of inspection note would seem, in any case, to need revision. Experience in other departments shows that stereotyped inspection forms parcelled into headings and paragraphs make for mechanical inspection. It should be possible to guide inexperienced officers by printing at the head of the form notes of the points which ordinarily require attention, without burdening experienced officers with a series of questions and answers.

9. What is wanted above all things is to make the inspector a strong original force, controlled within limits, which need not be uniform, by the Director, putting heart into teachers and managers, encouraging them by sympathetic advice, making them take a pride in their work, and so raising the dignity of the teaching profession.

10. The position and functions of assistant inspectors must now be considered. The increase in the number of themselves, as well of the deputy and sub-deputy inspectors, and the abolition of centre examinations, have materially affected the place of assistant inspectors in the educational organization, and some adjustment of their functions would seem necessary. Although they cannot be expected to supervise the inspections of the subordinate staff in detail, they can do valuable work in seeing that the inspections are of the right kind. For some time to come their efforts, outside secondary vernacular schools, should perhaps primarily be devoted to training the subordinate staff in the new methods and ideas of inspection. Indeed, it is a matter for consideration whether, when the number of inspectors is increased, it would not be better to place some of the assistant inspectors in charge of important districts instead of divisions as at present.

11. The position of the subordinate staff has been much improved by allowing district boards to contribute for pensions to it and by some modification in the rules as to appointment and promotion. The quality of the staff is no doubt improving, but some years will elapse before it is equal to the increasing demands upon it. It is not an easy matter to change from a system of testing exclusively by examination results to a system of testing by general efficiency. It will take some time to get rid of the idea that the recent reforms have begun and ended with the substitution of *in situ* for central examinations. The Director will no doubt issue such instructions as may be necessary to explain the objects of the recent change in policy, so that primary schools may be judged in future by the general management and system of teaching, the atmosphere of intelligence in the school, the respect in which the teacher is held, the regularity in attendance and discipline, and so on, and not merely or chiefly by the results of a necessarily hurried examination of individual scholars, and suggest necessary changes in the form of inspection note. This change in the character of inspection demands considerable attainments in the inspecting officer, and it is a question whether the present system of attaching sub-deputy inspectors to normal schools for a short period affords sufficient training.

12. The new system is no doubt open to abuses, and one safeguard, which the Director notices in paragraph 50, viz. the absence of discretion in the award of grants-in-aid to vernacular primary schools, will have to be withdrawn as these grant-in-aid rules are breaking down for want of elasticity: but the old system was not free from abuses, and the greater interest which the district officers and members of district boards may be expected to take in future in vernacular primary education should have the best results. It would seem necessary, however, wherever this is not already done, to keep at head quarters a continuous record showing the results of inspections by all officers as they affect the repute of the different teachers, so that there may be something to refer to when questions of promotion, &c., come up for discussion at head quarters.

13. It is satisfactory that, in spite of the widespread prevalence of plague, the number of scholars receiving primary instruction showed a further increase of nearly 7,000 during the year. The policy of Government, as stated in reviewing the report for 1902-3, in regard to the encouragement of aided lower primary schools in rural tracts was started only at the end of the year. The Lieutenant Governor hopes that the report for the current year will show results, though the full advantages of the policy are not likely perhaps to be felt until the financial relations of the boards to Government are put upon a more or less permanent basis, and the boards are thereby given a direct incentive to economy. There are also, it appears, preliminary difficulties to be overcome, viz. (1) incomplete appreciation of the policy, (2) unsuitable rules for grants-in-aid, (3) unsuitable and rigid curriculum, and (4) competition by board schools.

14. The policy of Government may be briefly stated as follows. The rural population is showing signs of a desire for a more extended system of lower primary instruction, of a very simple character. The Government has not the funds fully to meet that growing desire. The aided school system affords a cheap, and for the time an efficient enough, means of meeting it. A teacher settled in a village with a subsidy from Government, but relying largely on fees in cash and kind, has every incentive to make primary instruction popular, and to establish his position as a personage in the village. Ordinarily he will be the sub-postmaster. His chief function is to teach little village boys to read and to write and to do simple sums in arithmetic. When education is more generally diffused, further developments may be required. For the present more than this is not necessary, nor can it be provided. Clever boys who aim at further education will soon find their way to the upper primary board schools, which should be thoroughly efficient, and should be relieved of the overcrowding which the Director notices.

15. The essential thing is that the system should be simple and cheap, and that the aided lower primary schools should be aided schools in something more than name. At present the tendency is to turn the schools into a sort of inferior board school, with the result, in several instances, that zamindars and others have withdrawn their support from an institution which the boards have taken over in everything but name. Proposals to make building and furniture grants point the same way.

It cannot be too clearly understood that what the Government and the people want at present is not more buildings so much as more teachers. The boards have more than they can do to provide proper school buildings for the upper primary schools for which they are required. For the greater part of the year village life during school hours is spent outside the village buildings.

16. In other respects the rules, which date from a time when the inspecting staff was weaker than it now is, require revision. In many cases they have operated to reduce enrolment, while their inelasticity has led to strange anomalies. If educational arrangements are properly organized, and there is a demand for primary instruction, the people will contribute materially to the support of the teachers by gifts at festivals, on the occasions of ceremonies, and at harvest time according to the custom of the country. It has been suggested that aid should take the form of quarterly grants which would not be looked upon as pay.

17. Although the aided schools are not required to adopt the curriculum of the board schools, they almost invariably do so. It is a matter for consideration whether a special curriculum of a simple and elastic character should not be devised.

18. In paragraph 6 of the review of the report for 1902-3 the Government noted the effect on aided schools of the low fees charged by board schools. The Director has shown that the figures which were used to support this contention were misleading, and he advances figures which suggest the contrary conclusion. These figures, for board schools, however, include the fees for town schools, while the figures for aided schools do not of course include fees in kind or presents, of which no record is available. The Director also expressly states that in some districts no fees at all are charged in board schools, either throughout the school or in the lowest classes, and that fee-charging aided schools would appear to have not much opening in such districts. It is necessary for the proper working of a system of grants-in-aid to have the facts beyond dispute, and instructions for a special enquiry into the matter will be separately issued.

19. The Lieutenant Governor is glad to be able to record that some of the Director's criticisms of the existing state of things are already in a way to be removed. The teaching of english in the lower primary classes of anglo-vernacular schools has been prohibited. Proposals for the increase of the staff of the Muir Central College have been settled. And plans for law class lecture rooms at the Muir Central College are being prepared. The Lieutenant Governor believes that parents fully recognize the need for boarding houses in secondary schools, both anglo-vernacular and vernacular, and in colleges; and that they are willing to co-operate with the Government in providing this most necessary improvement.

20. There has been an increase, relatively considerable, in the number of girls receiving education. But, as stated last year, the high castes show no readiness to send their daughters to school, though there is some demand for peripatetic governesses. A special committee will be appointed shortly to consider what further measures for the encouragement

of female education among the educated classes are practicable. His Honour has read with much pleasure the account of the good work done by the Kanya Patshala at Dehra Dún, and the Commissioner will be asked what is being done about a building site for it.

21. The progress in physical training is in every way satisfactory. The Lieutenant Governor hopes that district boards will take an interest in organizing tournaments for vernacular schools. The practice of appointing peripatetic gymnastic instructors where the teachers are not competent to conduct physical instruction is in every way commendable. The Director reports that the permission to open classes for religious instruction out of school hours has not been taken advantage of. Parents generally seem to prefer that their children should receive religious instruction at home.

22. These are the principal points which call for the comments of the Government. An interesting record of the year's working will be found in Mr. Lewis's report, with whose appreciative remarks on the good work done by individuals and institutions the Lieutenant Governor desires to associate himself. As already indicated, some further overhauling of the machinery is necessary in order that it may be equal to the demands that are about to be made on it. The Lieutenant Governor has indicated above the general policy of the Government which he wishes, after it has been criticized and discussed with the Director, to incorporate, so far as may be practicable for the time, in the final issue of the Code. His Honour will have the advantage of discussing the whole question of the educational needs of the province with Mr. Orange, the Director General of education, who is now touring in this province, and he is confident that, with the able assistance of Mr. Lewis, who has now proceeded on a short holiday, well earned by much hard work, it will be possible to introduce fresh life and vigour into the educational system.

ORDER.—Ordered that a copy of this resolution be forwarded to the Director of Public Instruction, United Provinces, for information.

Ordered also that this resolution be published in the *United Provinces Government Gazette* for general information.

By order &c.,

S. H. BUTLER,

Secy. to Govt., United Provinces.

GENERAL REPORT

ON

PUBLIC INSTRUCTION

IN THE

UNITED PROVINCES OF AGRA AND OUDH.

FOR THE YEAR ENDING 31ST MARCH 1905.

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1905.

[*The maximum limit of pages fixed for this report is 40.*]

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ERRATA.

Annual Report, 1904-1905.

Page.	Detail.
i.	Table of contents, against para. 25, *for* 16 *read* 15.
„	„ „ para. 27, *for* 17 *read* 16.
26.	Para. 50, 3rd line, *for* toward *read* towards.
1A.	In column 10, against institutions for females, *insert* 1.
„	Column 15, against institutions (for males) to number of towns and villages, *for* 12 68 *read* 12·68.
„	„ „ male scholars to male population of school-going age, *for* 12 91 *read* 12·91.
26A.	In the heading "Under private management," *for* privat *read* private.

GENERAL REPORT

ON

PUBLIC INSTRUCTION

IN THE

UNITED PROVINCES

For the Year 1904-1905.

CHAPTER I.

Preliminary.

It has been my custom to set in the forefront of my report a brief recital of developments in the strategy and tactics of the educational campaign of the year, with fitting apologies on my own part or on behalf of Government for new departures. Happily the material for this story of improvements, initiated or effected, never fails. The province may be backward, but it moves. Some of the reforms enumerated in my last report have only come into operation, or begun to put forth their first-fruits during the year which is the subject of my present report; but I need not allude to them again in this place.

As a sequel, however, to the discontinuance of the individual examination of scholars as a prescribed part of a school inspection—except in class IV of vernacular schools, *i.e.*, at the end of the upper primary course—promotion from class to class in all schools, vernacular and English, has been made over to headmasters, subject only to confirmation by the inspecting officer. It is hoped that eventually even the check thus exercised will become, as a rule, nearly nominal; but that time is not yet, though schools that uniformly achieve excellent results might even now be accorded in practice the greater freedom they have fairly won. This extension of the principle of self-government to each school should leave a schoolmaster free to devote himself to the good of his school without fear and trembling, while the inspector will come as a friend and guide rather than as the dreaded monarch of all he surveys. The greater trust thus reposed in schoolmasters should tend to raise the tone among this body of public servants, and should serve to attract to it a greater number of men of superior merit. But very much greater progress than this has been made towards the ultimate improvement of the *personnel* of the department, both in the teaching and the inspecting branches, as well as towards the more generous reward of valuable work done by those already in the service. In the first place, pensions have been again conceded to deputy and sub-deputy inspectors of schools serving in their several districts, and also to the

headmasters of district board English schools ; moreover, since the end of the year, means have been found to extend the same favour to all assistant masters in those schools. This is a welcome restoration of a privilege of which teachers and inspectors in District Boards' service were bereft by an order of Government in the year 1885. Efforts have been made from time to time to undo the mistake which, it has long been felt, was then made, till at last the obstacles in the way of this great reform have been removed by the orders of a Government which has for some years been watching for the right moment for action; and Time gives his hour-glass its due, if not over-due, reversal. But, before this, District Boards were authorised to establish provident funds for the benefit of all teachers, English or vernacular, in receipt of salaries of not less than Rs. 10 a month, the teacher's contribution being fixed at one anna in the rupee of his monthly pay, or 6¼ per cent., and a supplement of one-half of that amount being added by the Board. Another step in the direction of greater liberality towards the junior ranks of the teaching profession has been taken, since the year ended, by a certain amount of regrading of assistant English teachers, based on the raising of their minimum salary to Rs. 25 per mensem in all State schools. The cost of this step, which it is hoped is but an earnest of better things to follow, will amount to over Rs. 12,000 per annum. These various measures taken together constitute the greatest advance that has taken place in the history of English education in the province ; they are well calculated to promote efficiency, and to stimulate the department to a fresh start and on a distinctly higher level. Things ought not to be allowed to go on as imperfectly as before. Higher qualifications should be at once insisted upon when new teachers are appointed. We can henceforth dispense altogether with incompetent "middle passed" or "middle failed" youths, who do more harm than good to the hundreds of unfortunate boys who in succession come under them for their first lessons in English. The fees paid by the scholars will now secure for them, as is just, an education more worth paying for. Nor has vernacular education been overlooked, though, here too, much still remains to be done: the Boards have been put in funds to enable them to pay higher salaries to teachers in vernacular schools.

This is not all. It is not enough to offer the attraction of better terms to men of superior education to enter the department. It is necessary that such men should have all the advantage that can be derived from special training for the work to which they are going to set their hands, and in this respect there is a step forward to chronicle. The Training College for English teachers at Allahabad has been enlarged and the teaching accommodation greatly improved ; while, in order that the ardour of the students might not be damped by pecuniary cares, deputed teachers under training have been treated with the utmost reasonable liberality in the matter of allowances. For vernacular teachers a fine new normal school has been opened at Gorakhpur, the schools at Agra, Moradabad and Lucknow have been enlarged, and five other normal schools have been sanctioned and are to be charged to the six lakh grant, thus bringing the number of these institutions up to ten. Moreover, we are now starting a training class in each district for lower primary teachers, with a short course limited to one year. It is to be remembered that more than two-thirds of the vernacular primary schools in the province are lower primary, and that funds are not available to provide the full normal school training for all the teachers employed in these. If it is not unnecessary, it is at any rate less necessary to demand so high a general education, or to insist on so long a training, for these very elementary teachers as for those in upper primary and secondary departments. Hence the experiment of opening these classes for the training of lower primary teachers seems justified, and it is likely to be of great service in strengthening the foundations of popular education. But we have not stopped here. It is impossible either to bring to a training class, or to displace, the thousands of untrained teachers who are now employed in village schools. To meet their case we have adopted a scheme to hold teachers' meetings annually at several centres in each district under a trained deputy or sub-deputy inspector of schools, each meeting to be attended by not more than fifteen teachers from the neighbourhood, with the object of acquainting them with approved methods of teaching, and of giving them practical illustrations, with criticisms of lessons, and the reading of papers on professional and general subjects. These meetings last ten days, which is however found to be too short a

session. Sometimes the Chairman of the District Board gives the encouragement of his presence. The success that has attended the scheme under the management of capable inspecting officers has been notable, and much valuable work has been done; with a little more experience still better results may be anticipated. We have here discovered the means of giving the village schoolmaster a little more culture than his neighbours, and of making him generally a better informed person. Again, in order to rouse greater interest in the regular daily work of village schools, and to bring them under the watchful care of some one other than the deputy inspector, whose visits are necessarily few and far between, the districts have been sub-divided into small circles, each of which is in the special charge of a member of the Board; and steps have been taken to form village committees, not as yet generally of much practical value, but such as may develop in time into useful auxiliaries to the cause of education.

The need of drawing to the inspecting branch of the service men of capacity and character has been recognized by a regrading of the whole body of deputy and sub-deputy inspectors on a substantially higher scale of pay. Though this measure was not ready for notification before the end of the year under review, it was accepted as an essential element of the plans for bettering the position and prospects of those who enter the Educational Department, and it is therefore mentioned here to complete the story. The annual cost of the revision of this important side of the service amounts to Rs. 26,040.

The inspecting staff is not only being improved in quality by the more liberal treatment granted to it, it is also being gradually strengthened by additions to its roll; the new appointments during the year have numbered one more inspector in the provincial service, three assistant inspectors and five sub-deputy inspectors for district work. Proposals for a further increase to be completed in the course of five years have received the sanction of Government.

All the above measures have been rendered possible only by the new special grants which have been made available to meet their charges. For the improvement of primary education the province has received six lakhs a year out of the thirty-five lakhs given to the whole of India. For secondary education money has been found from another grant given to enable District Boards to discharge their duties more fully.

It remains to mention the provisional issue of an educational code containing standing orders on all matters connected with educational work. The need of such a compilation has long been felt, but, until the appointment of an Assistant Director of Public Instruction was sanctioned, this was one of many tasks that it was impossible to carry through. The services of Mr. de la Fosse in completing this useful piece of work have merited and received the acknowledgments of Government.

This slight sketch of the activities of the year may be accepted as proof that the department of Government which is concerned with education displays all the signs of vigorous life, and that its energies are directed with hearty good-will to the service of the people.

2. While scrutinizing the progress of education in the province year after year, and endeavouring to discover and make good its deficiencies, I have felt it my duty to invite the attention of Government again and again to what has struck me as the prime cause of all shortcomings; the root of the evil unquestionably is the utter inadequacy of the educational allotments and their smallness in comparison with the sums spent on the same objects in other parts of India. My remarks have not passed quite without observation; there has indeed been a considerable increase of expenditure from public sources provided during the last few years. My proposition, expressed in general terms, is no longer regarded as matter for controversy. But one thing is clear, and that is that the true state of affairs is not yet fully grasped. I have made a calculation of the amount of public money of all kinds—provincial, local, and municipal—spent per thousand of the population under each Local Government or Administration in India. For the sake of adopting a uniform basis of comparison, the figures are taken from the returns published in the various

provincial reports last year; but, in order to bring my presentment of the case still more up to date, I have added the provincial shares of the 35-lakh grant which has since been found for primary education. I have excluded native state expenditure on native state population from the problem, limiting it thus strictly to British provinces. The diversity exhibited by the figures is remarkable. Of all the large divisions of India the United Provinces remain the least favoured, receiving only Rs. 80 per thousand of the population for expenditure on education. At the other end of the scale stands Bombay, which finds Rs. 245 per thousand of the population for the same purpose.

It seems doubtful whether differences of this magnitude, if they are to be permanently maintained, are altogether justifiable; at any rate, it is scarcely reasonable to expect education to be spread so widely, or, if as widely spread, to be so efficient in a province with a small public expenditure as in another which spends more than three times the amount in proportion to the population. To remove the inequality, and to raise the United Provinces up to the Bombay standard of liberality, we need to increase our public expenditure on education from 38 lakhs (the amount shown in my last report with our share of the 35-lakh grant added) to 117 lakhs, *i.e.*, we ought to come in for a further provision of nearly 80 lakhs a year on the supposition that progressive Bombay stands still; but, allowing for the inevitable expansion there, it would seem that measures are called for to spend in these provinces before very long not less than a crore of rupees annually in addition to the present outlay. If these figures are true, it will not do to put them aside because they are startling. It will be necessary to consider them, to become familiar with them, to acknowledge their irresistible logic, to take action to redress any existing inequitable inequalities that may have to be admitted when every possible allowance has been made for circumstances that may justly be held to modify the case. But the plea which I advance is not limited to the United Provinces; it is similarly valid throughout nearly the whole of India. To bring Bengal up to the Bombay scale of expenditure, that large province would absorb more than an additional 120 lakhs a year. In fact Bengal and the United Provinces between them would need two crores of rupees. To grade the rest of India up to the same level would take another crore of rupees. Three crores a year are thus wanted to give to the youth of different parts of the Indian Empire opportunities equal to those enjoyed by Bombay. These figures may be still more startling, but they may be not the less true. If, leaving out these two provinces, which between them account for more than half the population of British India, we consider the other six provinces, *viz.*, Bombay, Madras, the Punjab, Burma, the Central Provinces with Berar, and Assam, their average expenditure from public sources is found to be Rs. 145 per thousand inhabitants. Even if they cannot at once be brought abreast with Bombay, the two largest provinces of India, Bengal with 74,745,000 inhabitants, and the United Provinces with 47,692,000, might be allowed to hope for special assistance to bring them into line with the average of the rest of India. But even this would come to nearly 48 lakhs for Bengal, and to more than 31 lakhs for the United Provinces, beyond the present allotments. The annually recurring surplus to which we are becoming accustomed in the Indian budgets gives hope that in the course of time it may be quite possible to grant these contributions from that source without additional taxation, wherever the Local Governments have, against their will, to plead *non possumus* to the reasonable demands of the people whose welfare is in their charge; indeed the claims of education to a large share of the surplus have already been admitted by the Government of India in a very practical way. There is therefore good reason to hope that means will be at hand to right anything that may be found wrong in the distribution of educational expenditure. If the money were made available at once in the United Provinces it could be advantageously used—to begin with largely on non-recurring charges, until the recurring charges are gradually incurred. But if this cannot be, it may at least be permitted to hope that some large addition, amounting to several lakhs every year, will be made to the educational grants; and that the claims of this somewhat neglected, and for that reason backward, province, in so far as they are found to be just, may receive special consideration and exceptional favour in all future distributions made by the Government of India. The acknowledged educational needs of India cannot be said

to be satisfactorily met so long as the excessive deficiencies of the province which stands second of all the provinces of the Indian Empire in size and population remain unnoticed and unremedied. With the full additional funds which the figures indicate as the proper provincial share it would be as possible to bring free elementary education within the range of practical politics here as in Bombay, where that measure is being seriously discussed; or as in some other parts of India, where it has already been adopted for large classes of the population. In addition to the better teachers and inspecting officers which recent measures are meant to secure, it is also of the utmost importance to keep an open door for scholars to go in at; and that is merely a matter of expenditure, for the people are already convinced of the value of the gifts offered to them by the Educational Department, and they are crying out for more.

Classes of institutions.	1904-1905.		
	Institutions.	Scholars on the 31st March.	Average number on the rolls.
PUBLIC INSTITUTIONS.			
University Education.			
Arts Colleges ... For men	25	2,470	2,371
Arts Colleges ... For women	6	44	43
Professional Colleges	10	936	951
School Education, General.			
Secondary schools for boys ... English	186	27,893	27,502
Secondary schools for boys ... Vernacular	320	43,273	42,999
Ditto for girls ... English	41	3,361	3,460
Ditto for girls ... Vernacular	1	51	50
Primary schools for boys	8,219	3,35,552	3,26,728
Ditto for girls	536	16,742	16,156
Technical and Industrial Education.			
Training schools for masters	5	536	542
Ditto for mistresses	3	44	41
Other Special Schools.	66	3,145	3,051
Total, Public Institutions for 1904-1905 ...	9,418	4,34,047	4,23,894
Total, Public Institutions for 1903-1904 ...	9,253	4,28,864	4,09,677
PRIVATE INSTITUTIONS.			
Advanced Schools, Teaching:—			
Arabic or Persian (for boys)	575	8,408	...
Ditto (for girls)	...	...	...
Sanskrit (for boys)	329	6,179	...
Ditto (for girls)	...	...	...
Elementary Schools, Teaching:—			
A Vernacular only or mainly ... for boys	2,346	34,094	...
A Vernacular only or mainly ... „ girls	114	2,066	...
The Qoran ... for boys	1,210	13,921	...
The Qoran ... „ girls	128	1,010	...
Other schools not conforming to Departmental standards.	91	2,664	...
Total, private institutions for 1904-1905 ...	4,793	68,342	...
Total, private institutions for 1903-1904 ...	5,456	74,018	...
GRAND TOTAL for 1904-1905 ...	14,211	5,02,389	...
Ditto for 1903-1904 ...	14,709	5,02,882	...

CHAPTER II.

General Summary.

3. The tabular statement on the preceding page, on being compared with that of last year, shows an increase of 165 public institutions and a decrease of 663 private institutions. Three more arts colleges are returned. Two secondary English schools for boys have disappeared from the list, but there are two added for girls. The number of public primary schools for boys is 149 more than in the previous year, and for girls 5 more. In the case of private institutions the loss occurs among elementary vernacular and Qoran schools; but even here there is a rise in the number of girls' schools.

The number of scholars in public institutions exhibits a satisfactory increase of 5,183; but in private institutions there is a drop of 5,676, leaving a nett loss of 493. This is a nominal decrease for which the always unreliable returns of private institutions are responsible, and in amount it is less than the probable error of those returns. The growth of public institutions and their popularity are healthy signs of progress, particularly in a year when the plague has been more general throughout the province and more severe than in any previous year, compelling the Boards to close schools for months at a time, and taking toll of teachers and scholars. But for the check thus experienced it is practically certain that there would have been fair progress in the total number of scholars returned.

The percentage of children under instruction to those of school age is 7·02; for boys it is 12·91 and for girls ·75. *Vide* General Tables I and III.

The number of Brahman scholars has increased by 3,454, but the number of non-Brahman scholars shows a decline of 4,793. There is a noticeable increase of 475 scholars among Native Christians, as compared with the decrease of 84 scholars reported last year. The Muhammadans have made an advance by 282 scholars.

4. *Expenditure.*—There is an increase of Rs. 2,32,045 in the provincial and local expenditure on education, and of Rs. 15,010 on the municipal account. The charges from these sources come to Rs. 34,64,371, of which Rs. 32,98,289 is provincial or local. If the charges met from all other sources be added, we obtain as the grand total of expenditure Rs. 57,30,323, or about Rs. 5,16,000 more than in the year before. The direct expenditure on colleges has increased by Rs. 45,886, towards which public and municipal funds contribute Rs. 14,013. On schools for general education the increase is Rs. 1,63,591, the share derived from all public sources being Rs. 69,749. The cost of inspection has risen from Rs. 3,30,044 to Rs. 3,57,292; and there has been a considerably greater outlay on buildings and apparatus, the figures having mounted from under 6 lakhs to Rs. 8,37,388, Rs. 6,16,704 of this being paid out of public and municipal funds. *Vide* General Table IV.

Results of Examinations.

		1904-1905.	1903-1904.
M. A. and D. Sc.	Candidates	25	48
	Passed	16	24
B. A.	Candidates	268	251
	Passed	161	166
B. Sc.	Candidates	22	18
	Passed	11	13
Intermediate Examination	Candidates	612	586
	Passed	272	364
Entrance	Candidates	1,484	1,178
	Passed	869	595
School Final	Candidates	540	338
	Passed	389	211
Vernacular Final	Candidates	4,087	4,322
	Passed	2,724	3,064
Primary	Candidates	16,619	13,990
	Passed	12,164	10,229

5. The results of the various examinations are tabulated above. The increase at the primary is due to the inclusion of the results of the school examination of class IV in English schools, to which the attention of circle inspectors had been specially invited, as they were omitted last year. There was unfortunately a decline at the Vernacular Final, for which the prevalence of plague must be to some indefinite extent, perhaps altogether, accountable, although notwithstanding the epidemic the numbers at the Entrance and School Final show a satisfactory increase. The results of the higher examinations, which were postponed to a season of the year when the severity of the plague always abates, were not published until the middle of September; by which time this portion of my report was in the press. The figures have, however, been inserted, though they have been received too late for comment.

CHAPTER III.

Controlling Agencies.

6. During the year I was absent from the province for about eight weeks as a member of the committee of Directors on European schools, and Mr. de la Fosse, Assistant Director of Public Instruction, was placed for this time in charge of the current duties of my office in addition to his own. He also officiated as Director when I proceeded to Europe on three months' privilege leave, from the 24th November 1904.

7. The number of inspection circles was increased from five to six from the beginning of the year. The new inspectorship is a provincial service appointment on Rs. 600 per mensem, and it was conferred on the senior head master, Mr. F. G. Housden, M.A. This change involved a general modification of the various circles and a reduction of the number of districts in each, whereby the work of the inspectors has been appreciably lightened and rendered more manageable.

Other changes in the charge of the circles were occasioned by the retirement of Mr. H. O. Budden and the consequent transfer of Mr. Murray to the sixth circle, including the European schools. Mr. J. G. Jennings succeeded Mr. Murray as inspector of the first circle after a brief interval, during which Mr. F. J. Moss officiated in the vacancy.

In mentioning Mr. Budden's retirement from the service, after he had been connected with it for a period of about 32 years, it is fitting to put on record that he has uniformly exercised a wholesome influence on those who have been brought into contact with him, and that many pupils, subordinates and others who have been acquainted with him as an educational officer remember him with feelings of the highest esteem.

8. Three additional assistant inspectorships were created during the year, two being in connexion with the formation of a sixth circle, and the third being for the more efficient control of the hill division of Kumaun.

During the year Sheikh Ibad-ul-lah, assistant inspector, retired after nearly 34 years' faithful service. Munshi Sakhawat Husain, B.A., was appointed in his place. Rai Bahadur Gaindan Lal was on leave at the end of the year, preparatory to his retirement from the service, which event has since taken place. He was a member of the Educational Department for 30 years, during which time he did much useful service, and showed himself to be a man of capacity and high character, whereby he won the special recognition of Government, which selected him for the title of honour which he enjoys.

There is no change to report among the inspectresses of schools, who are employed to visit girls' schools and to endeavour to rouse a wider interest in female education.

Mention should here be made of an increase in the subordinate inspecting staff. Five additional sub-deputy inspectorships were created, and assigned to the districts of Gonda, Muttra, Sháhjahánpur, Fatehpur and Almora, where the work was beyond the powers of the previously existing staff.

I have to thank the Government for strengthening my office, not only by sanctioning four additional clerks, but also by a revision of the salaries in order to obtain and retain the services of competent men. This improvement has been effected at a cost of Rs. 6,750 per annum. The clerical establishment of the inspectors' and assistant inspectors' offices was similarly granted more favourable treatment at an additional charge of Rs. 1,890 per annum. By these measures the working power of the Department has been proportionately improved.

CHAPTER IV.

Collegiate Education.

9. *The working of the University.*—The Indian Universities Act, 1904, came into operation within the territorial limits of the Allahabad University on the 1st October 1904. Definite areas had been assigned to each University as the field of its labour and influence by proclamation of the Governor-General in Council on the 20th August 1904. The population which is thus served by each University is approximately as follows:—Calcutta, 95 millions; Allahabad, 82 millions; Madras (including Ceylon), 63 millions; the Punjab, 31 millions; Bombay, 27 millions; out of a total (with Ceylon) of 298 millions. If then University needs bear some relation to the numbers of the population concerned, as should be the case if the inhabitants of one province are as ready for and as deserving of higher education as those of another, it would appear that the University of Allahabad is fairly entitled to a share amounting to about two-sevenths of any grant set aside for the promotion of University education. Accordingly of the first annual distribution of the special 5-lakh grant for this purpose, Rs. 1,33,000 was allotted to the Government of the United Provinces to be disbursed for the benefit of the Allahabad University and the Colleges affiliated to it in the province; this allotment was a recognition of the importance of many schemes for improvement which had taken definite shape, but could not be realized without additional funds. The Allahabad University ranks by population as the second in India, and with a continuance of the liberal treatment now accorded to it by Government, it holds within itself the promise of worthily occupying a prominent place among the Universities of the land.

The new Senate, consisting of 60 Fellows nominated by the Chancellor and 15 elected by the old Senate, by the newly nominated Fellows, and by the Faculties, in addition to the *ex-officio* Fellows under the Act, was declared to be constituted in accordance with the provisions of the Act on the 12th November 1904. The first meeting of the Senate was held on the 14th January 1905. A provisional Syndicate was elected, and provisional Faculties of Arts, Science and Law were constituted. New regulations, which had been drafted by a special sub-committee, were considered by the Senate at the meeting held on the 12th April 1905, and three following days. They have now been sanctioned and gazetted by Government.

The Hislop and Morris Colleges at Nagpur, the Canadian Mission College, Indore, and the Holkar College, Indore, which were formerly attached to the Calcutta University, were granted affiliation to the Allahabad University, to which they are transferred by proclamation of the Governor General in Council. In addition, the Central Hindu College, Benares, already affiliated to the B.A. standard, was further affiliated for the purposes of the B.Sc. examination.

The Allahabad Christian College, already affiliated to the Intermediate standard, has been recommended for further affiliation up to the B.A. and B.Sc. standards. The Jaipur Mahárája's College, now affiliated to the M.A. standard, has been recommended for further affiliation to the B.Sc. standard.

The proposal to add a clerical-commercial course for the School Final examination was withdrawn. The Faculty of Engineering, which existed in name only, and had no voice in the courses of study of the only Engineering College in the province, which was only nominally affiliated to the University, has been abolished.

University examinations.—The Intermediate and Degree examinations were postponed until the rainy season in the latter half of July, owing to the general prevalence of plague in a severer form than during past years. The results were not published until September, and can therefore be only briefly summarized. At the D.Sc. examinations there were 7 candidates at the first, and 5 candidates at the second. The numbers successful at the two stages, respectively, were 6 and 3. Of those who passed 2 appeared in Mathematics, one in Physics and 6 in Chemistry. At the M.A. examination 11 candidates obtained the degree, *viz.*, 5 in English, one in Persian, 3 in Sanskrit, one in Philosophy and one in History. At the B.A. examination 329 candidates entered, and 201 passed. At the B Sc. 12 out of 24 were successful.

At the Intermediate examination 322 candidates passed out of the 741 who sent up their names. The Entrance examination was postponed till the month of May; 1,903 candidates were registered and 1,124 passed. For the School Final there were 637 candidates, of whom 457 passed. The Special Vernacular examination is increasing in popularity owing to its meeting a practical want.

The frequent changes in the dates of the examinations, made in the endeavour to accommodate them to the circumstances imposed by the widespread prevalence of the plague during the hot weather, has been felt as a serious inconvenience in the colleges, especially as regards the Intermediate examination. If this is held separately from the Matriculation, the ordinary work of colleges is twice interrupted instead of once ; moreover, the third year class cannot be formed until after the publication of the results, that is, till about the middle of September, and this leads to a serious loss of lectures. The general feeling appears to be in favour of arranging for the Intermediate examination to be held with the Matriculation in April, notwithstanding the reappearance of the plague year after year. The interruption to work would thus be minimised, and the college session be fittingly brought to a close.

Income and expenditure.—On the 1st January 1904 there was an opening balance of a little more than Rs. 1,000 ; by the end of the year the balance to the credit of the University rose to Rs. 4,200, the expenditure having amounted to Rs. 53,359. Thus the financial position of the University shows improvement ; and with the larger income which will be derived from fees owing to the extended area subject to the University under the proclamation of the Governor General in Council, and with the annual grant promised by the Government of India, the finances of the University may now be regarded as perfectly healthy.

Arts Colleges.

English.

10. There are two State colleges and eight aided colleges, as last year ; there is one more unaided college, *viz.*, the Christian College, Allahabad, raising the number of these last to 15. The enrolment shows that the desire for University education is undoubtedly spreading ; the numbers returned on the 31st March have gone up from 1,454 to 1,825, and the monthly average has increased from 1,640 to 1,783. Unaided colleges, with their allurement of low fees, contribute most to this growth. The expenditure borne by Provincial revenues in the two State colleges has risen from Rs. 1,06,671 to Rs. 1,17,078 ; and in aided colleges from Rs. 60,213 to Rs. 62,286. Municipal grants come to Rs. 6,686. The fee income shows no great variation except for the increase in unaided colleges, which is accounted for by the greater number of students attending them.

Vide General Tables III and IV.

It is now fully recognised that much remains to be done, with or without assistance from Government, to make the colleges of the United Provinces thoroughly efficient and suited to the needs of the time. The admitted wants, to which public attention has been much directed, are these three :—the hostel, the laboratory and the professor ; but the greatest of these is the professor.

11. *Muir Central College.*—Mr. Jennings, Professor of English, was transferred to an Inspectorship of schools in January 1905 ; his place was filled by Mr. E. A. Radford, appointed by the Secretary of State. Mr. Patterson, Professor of Physical Science, was also transferred to the Meteorological Department in January ; his place was taken by Mr. J. J. Durack, appointed by the Secretary of State. Mr. Hill, Professor of Chemistry, went on long furlough in March last.

The need of considerably strengthening the teaching staff of the college and improving the meagre salaries of some of the appointments, has been recognised by Government, and orders on the subject are awaited. Meanwhile the difficulty of satisfactorily carrying on the work with the present staff is increasing as the number of students increases.

The number of students on the rolls on the 31st March 1905 was 234, against 201 on the corresponding date of the previous year. There were 112 in the Intermediate classes, 108 in the classes preparing for the Bachelor's degree, and 14 pursuing higher studies. The enrolment showed 82 Brahmans, 110 other Hindus, 36 Muhammadans, 3 Europeans or Eurasians (including one young lady), 2 Native Christians and 1 Parsi.

In the Intermediate classes the Science subjects (Physics and Chemistry) were taken up by 70 students. In the third and fourth years 20 were reading for the B.Sc. examination, and 24 others were studying Chemistry for the B.A. degree, an option which will not be permitted when the new regulations come in force. The number who will study Science in future will no doubt be affected by the change in the regulations.

There appears to be a demand in private manufactories and State technical and scientific departments for our Science students, as requests are received from the heads of such departments and the managers of sugar works and indigo factories, &c., in different parts of India for trained chemists. Two students from the third year class were sent to the India Development Co., Muzaffarpur, Behar. One student, who passed the 2nd D.Sc. examination last year, has been appointed a lecturer in Chemistry in the Agricultural College, Cawnpore, and is at present serving his apprenticeship under Dr. Leather at Dehra Dún. Another 2nd D.Sc. student has been selected for a post in the Agricultural Department, Bombay.

A reverberatory furnace was built during the year under review to show the production of sodium carbonate on a commercial scale.

Expenditure and fees.—The fee receipts from the Arts classes during the year were Rs. 20,221. The gross expenditure amounted to Rs. 1,01,367, an increase of Rs. 5,687, chiefly due to annual increments in the professors' salaries, to the return of a professor from furlough, and to the temporary appointment of Dr. Ganesh Prasad as an additional professor of Mathematics.

Boarding houses.—The number of boarders in the different boarding-houses and hostels attached to the college was as follows:—College boarding-house 35, Muhammadan boarding-house 26, MacDonnell (Hindu) boarding-house 53, Oxford and Cambridge Hostel 23. The first named institution is under the exclusive authority of the Principal. The Muhammadan boarding-house is under the joint authority of a committee of Muhammadan gentlemen and the Principal of the college; the actual management of the boarding-house is carried on by a Superintendent. A new wing, with 9 rooms, was completed in the course of the year; so that there now are 29 rooms altogether. There is every likelihood of an increase in the number of Muhammadan students in the college, if provision is made for their residence, and the committee, therefore, contemplate the building of 30 more rooms; towards this Government have promised a grant of Rs. 15,000, on condition that the same amount is contributed by the committee. The discipline in this boarding-house was good throughout; this is largely due to the conscientiousness and unremitting exertions of the Superintendent, Munshi Abdul Ghafur. The Principal has no share in the management of the Oxford and Cambridge Hostel, or of the MacDonnell boarding-house. The former is in excellent hands and in a flourishing condition. The building of the latter is progressing.

12. *Queen's College, Benares.*—The only permanent change in the staff of this Government college, of which Mr. A. Venis is the Principal, was occasioned by the promotion of Mr. Knox Johnson, Professor of English Literature, to the Principalship of the Jabalpur College in December 1904. Mr. Knox Johnson's connexion with Queen's College had extended over a period of more than seven years, and it is due to him to say that his scholarly attainments and the devotion with which they were placed at the service of his students make his transfer to another province a loss to the college and to the department. Babu Hari Kesav Sanyal officiated temporarily in the vacant professorship.

The number of students on the rolls on the 31st March 1905 was 91 as against 97 the year before. There were 13 candidates for the B.A. degree, of whom 8 were successful; and 5 for the B.Sc., of whom two passed. In the Intermediate examination 16 passed out of 22 presented.

There were 22 college students resident in the hostel. The playing fields have been much enlarged and improved, constituting an addition to the beauty of the college and its surroundings, as well as an effective stimulus to the athletic and, generally, the out-door life of the students.

13. *Canning College, Lucknow (aided).*—This college has long suffered under the disadvantage of unsuitable accommodation and boarding-houses which are not only insufficient but ill-adapted to their purpose. Government has now presented the college with the Badshah Bagh, and the Mahárája of Balrámpur has also given it a munificent donation of three lakhs of rupees. It is therefore to be hoped that the Canning College will soon be able to realize the ideal of a residential college for the province of Oudh.

The numbers on the rolls have remained much the same as they were last year, but the fee income has fallen by Rs. 834. Four students appeared for the M.A., 28 for the B.A. and 70 for the Intermediate examinations. Of these the numbers passed are 1, 21 and 32, respectively.

14. *Agra College (aided).*—The enrolment on 31st March had gone back from 175 to 163, the falling off being attributed partly to the plague, which at length found its way to Agra, and partly to the competition of an unaided college in the same station which levies lower fees. The smaller numbers resulted in reducing the fee income by Rs. 1,156, the amount realized standing at Rs. 10,733.

At the M. A. examination two students were successful. There were 28 candidates at the B. A. examination of whom 16 passed; one passed the first D.Sc. examination in chemistry, and two the B.Sc. examination.

There were 61 candidates from this college at the Intermediate examination, of whom only 14 satisfied the examiners.

The need of a new and commodious hostel in place of the converted bungalows now used for the lodging of students has long been felt, and there is every prospect of the building being taken in hand before long. The Government has promised a grant of Rs. 20,000 on condition that a like amount is subscribed by the friends of the college. Subscriptions amounting to Rs. 11,000 have already been collected, and the balance has been promised. Among the contributors are the Chaube community (Rs. 6,000), the Bharatpur Darbár (Rs. 2,000), the Jodhpur Darbár (Rs. 1,000), the Udeypur Darbár (Rs. 1,000); while several gentlemen, including the Rája of Awa, Munshi Pryag Narain and the Hon'ble Rai Sundar Lal Bahadur, have paid contributions of Rs. 500 each. Several students, past and present, have also thrown themselves heartily into the movement and have collected considerable sums of money for the purpose; the spirit they have shown is a pleasing feature of the report, creditable alike to them and to their college.

15. *Muhammadan Anglo-Oriental College, Aligarh (aided).*—Mr. Morison severed his long connexion with the college in March of this year. His place will be taken in November next by Mr. Archbold.

In February last there were 297 students in the college classes. The numbers are rapidly increasing, and the necessity for more accommodation has led to great activity in extending the existing buildings. In the B.A. and Intermediate examinations of 1905, 29 and 34 students passed respectively.

This college makes a speciality of History for the M.A., though so far there has not been much to show for it, only one student, who passed, having appeared at the last examination in this branch; nor has any great measure of success attended the efforts that are being made to revive the study of Arabic at this centre of Muhammadan learning.

The officiating Principal has given an interesting account of the various societies that form a special feature of Aligarh College life. The Union Club, which aims at promoting the art of public speaking, has continued to flourish with much vigour. The Duty Society is another useful organization for the collection of subscriptions. Deputations were sent to Kathiawar, the Central Provinces, different parts of the United Provinces, Sindh, Bengal and Sialkot, with the result that altogether Rs. 32,884-2-6 were raised in this way during the year.

16. *Meerut College (aided).*—The number of students has increased from 50 to 65. The fee income has risen to Rs. 4,874, exclusive of Rs. 720 from the law classes. The portion of the Government grant assigned to the college classes is Rs. 5,070, the remainder going to the high school classes which form part of the institution. The municipality contributes a grant of Rs. 800. The balance of Rs. 4,540 is derived from endowments.

Mr. Jesse, whose appointment to the Principalship I reported last year, is making special efforts to equip the college adequately for the teaching of Science, and a Professor of Science has been brought out from England in place of the European Professor of English formerly on the staff.

Shorthand and type-writing are taught, and are so popular that it is difficult to keep pace with the demand for this commercial education.

The committee is to come shortly into possession of the estate, comprising some 63 bighas of land, upon which the college stands. Many improvements will then be effected, and indeed have already been commenced in anticipation of full possession.

There were 29 students, including 4 from the law classes, residing in the boarding-house. Plans for a better and larger boarding-house are being prepared, for which the nobility and gentry of the division have promised Rs. 21,000, and the Government has sanctioned a grant of Rs. 20,000.

Last year I had to record the death of the Honorary Secretary. It is my painful task to report this year the death of his successor, Babu Raghubir Saran, a good friend and energetic supporter of the college. His place has been taken by Lala Ramanuj Dayal, *Rais*, Honorary Magistrate, who has made to the college a gift of a quarter of a village, estimated as worth Rs. 10,000 at 3½ per cent.

The general note of this college is one of improvement, but progress must soon be stopped while the funds are so meagre.

17. *Christ Church College, Cawnpore (aided).*—Notwithstanding the severity of the annual visitation of the plague in Cawnpore, the numbers on the college registers have risen to 77, while the average daily attendance has increased from 55 to 65. At the B.A. examination 7 passed out of 12, and at the Intermediate 11 out of 25.

The additional accommodation for 12 students in the non-Christian hostel was ready for use during the year, and was very welcome to those students who naturally desired a safer place of residence than a plague-infected city.

The college appears to be growing in popular favour, and it is making satisfactory progress.

18. *St. Andrew's College, Gorakhpur (aided).*—This small second-grade college with 36 students shows a tendency to increase, but since English education is very backward in the district, and most of the students belong to the locality, it will probably be a long time before any great increase in the enrolment can be recorded. The grant-in-aid remains at Rs. 1,200 ; fee receipts have risen to Rs. 1,975 ; and the balance of Rs. 2,620 was made up by the Church Missionary Society. Five students hold Government scholarships. Other scholarships are paid from a special endowment fund. Of the 19 candidates who appeared at the Intermediate examination 10 were successful. It is proposed to purchase a bungalow adjoining the college and to convert it into a boarding-house.

19. *Kayasth Pathshala, Allahabad (unaided).*—The number of students in the college classes has further declined during the year, *viz.*, from 55 to 43. At the Intermediate examination the number of candidates presented was 27 and 14 passed. The fee receipts fell from Rs. 1,269 to Rs. 721, and the total expenditure from Rs. 8,681 to Rs. 7,610. There were 16 students residing in the boarding-house, as compared with 25 last year. The college does not appear to be popular or flourishing.

20. *St. John's College, Agra (unaided).*—This is a Church Missionary institution, the popularity of which is rapidly increasing ; in three successive years the average enrolment has been 96, 135 and now 150, of whom 10 are Christians.

There is a corresponding increase in the number of University candidates. Ten obtained the B.A. degree, and 19 passed the Intermediate examination. There is a Christian hostel in which special care is taken to help the students in their intellectual, moral and physical development ; it is under the charge of one of the missionary members of the staff assisted by an experienced English house-father who resides in the hostel ; the boarding fees are of two grades, *viz.*, Rs. 10 and Rs. 5 per mensem. There is also a Hindu hostel with accommodation for 70 students ; to this a new wing has recently been added, and another similar wing for 16 students is now being erected. The officiating Principal, the Revd. H. B. Durrant, remarks that nothing is more encouraging than the keen way that Indian students enter into residential college life. Increased accommodation for resident students is indeed felt to be the great need of the college.

21. *Central Hindu College (unaided).*—This college, I reported last year, had been granted affiliation to the University of Allahabad up to the B.A. standard ; it has now also been affiliated in Science up to the B.Sc. standard. The enrolment has gone on increasing rapidly, and further expansion is assured owing to the new provision made for the higher classes. The numbers in the last three years have been 77, 104 and now 152. At the Intermediate examination 27 passed out of 43, and at the B.A. 5 out of 10 candidates.

Excellent arrangements are made for the teaching of Science, which is becoming more and more popular as a subject of study in the college ; 77 per cent. of the students who joined the first year class last year have chosen the Science course. A special lecturer on religious subjects has been appointed, so that an important element of education may receive the attention it deserves. The pursuit of athletics is also liberally encouraged by the College Committee.

The boarding house has been enlarged, and has a library and reading and meeting room of its own. Residential quarters for the professorial staff have been built, with accommodation for four professors, within a few minutes' walk of the college; other professors reside in houses in the immediate neighbourhood.

The Central Hindu College, as it becomes more firmly established, is taking a high place among the colleges of the United Provinces.

22. *Reid Christian College, Lucknow (unaided).*—The attendance at this college, apart from that in the business department, has gone up from 43 to 59. At the Intermediate examination 11 passed out of 17, and at the B.A. 3 out of 4. The Principal reports that the boarding-house has been taxed as never before to provide accommodation, and over twenty students were turned away for want of room for them. Plans are being prepared to build a separate hostel on an excellent site belonging to the college, in order to provide the best accommodation for the students, under efficient supervision.

The business department continues to do excellent work, and the demand for really capable men in shorthand and type-writing goes on growing. The popularity of this branch of education, here and elsewhere, is due to the fact that official and commercial employers are alive to the advantage of having clerks with the new qualifications, and that they are therefore willing to pay them good salaries. The instruction given in such departments is popular because it is a practical training for clerical service. More organization of this branch of study throughout the province is desirable, and the adoption of some uniform standard, instead of the varying standard of the different schools and colleges.

23. *Ramsay College, Almora (unaided).*—Strictly speaking, there is no regular college here, but arrangements are made by the managers of the Mission High School for the instruction of a few local students up to the Intermediate standard of the Allahabad University. This is convenient in that it saves residents of the hills from going down to live in the plains and in a climate which they dislike. There were 10 students in the college classes. The fees are levied at the rate of Rs. 10 per mensem, as compared with Rs. 8 in Government colleges and Rs. 6 in aided colleges.

24. *Bareilly College (aided).*—This college has gone through many vicissitudes in the past, but it is to be hoped that a fairer future lies before it, now that it has been placed on a better financial basis. At the suggestion of Government, which had rightly resolved that it was not justified in continuing to give aid to an inefficient institution that did not even possess a habitation of its own, steps were taken to increase the endowment fund by a lakh of rupees, and to collect money for the college buildings. Nearly the whole of the required sum has now been collected. Rája Kishen Kumar of Bilari, in the district of Moradabad, and Rai Sheo Bakhsh Rai Bahádur of Lakhimpur, gave handsome donations of Rs. 20,000 each towards the erection of a building in spacious grounds presented by His Highness the Nawáb of Rámpur. Government has supplemented these private efforts by contributing Rs. 22,000 towards the cost of the building and Rs. 30,000 for the erection of a hostel. The foundation stone of the college was laid in July of this year by His Honour the Lieutenant-Governor, and the building will be ready for occupation in 1906. Great credit is due to Babu Piarey Lal, B.A., LL.B., Secretary of the Maintenance Fund, for the strenuous exertions he has made to save the college from extinction at a critical period of its existence. He gave up his practice as a pleader for several months in order to devote his whole time to the collection of subscriptions. The funds are still inadequate for the maintenance of a good first grade college.

The total number of students at the end of the year was 121, though, earlier in the year, the enrolment had reached the highest on record. The falling off was due to the severe epidemic of plague from which Bareilly suffered last winter.

The total expenditure for the year was Rs. 23,493, leaving a balance in hand of Rs. 6,338.

25. *The Christian College, Allahabad (unaided).*—This college, which is controlled by the Board of Missions of the American Presbyterian Church, was founded three years ago, and has quite recently been affiliated by the University up to the B.A. and B.Sc. standards. The staff consists of a European Principal, two European Professors and six native Professors. A second Science Professor is in addition about to be appointed.

The number of students is 72, but it is expected that there will be a considerable increase in the enrolment, now that the college has been raised to the first grade. There are two hostels providing accommodation for 25 boarders, and a member of the staff resides in each of these. The arrangements for physical recreation are good. The library contains a fairly large number of useful works of reference. There is likewise a satisfactory reading room.

The financial resources are such as to make due provision for the continued maintenance of the college. The rate of fees, Rs. 4 for the Intermediate classes and Rs. 5 in the higher classes, is rather low, but it is intended to raise the scale gradually. Scholarships are available to help poor and deserving students.

ORIENTAL COLLEGES.

26. *Sanskrit College, Benares.*—This Government institution has well maintained its position during the year. The number on the rolls on the 31st March 1905 was 473, as compared with 427 on the same date in the previous year. Eight of the students reside in the Queen's College hostel. At the Acharya examinations 67 out of 108 candidates passed, either finally or in some yearly sub-division of their subject; 314 candidates were presented at the Madhyama or Middle examination, of whom 150 satisfied the examiners; at the Prathama or First examination 108 were found qualified out of 288. The Sanskrit College is exercising a widespread influence in guiding the efforts made in various places to promote the theoretically much approved, but practically too neglected, study of the classical language of India, particularly by scholars who are unacquainted with English.

The college has suffered by the death of Assistant Professor Pandit Narayana Sastri Bharadwaj. He has been succeeded by Pandit Nageswara Panta Dharmadikari, whose qualifications and reputation are expected to attract pupils to his special line of study, the Dharma Sastra.

The Ranavir Sanskrit Pathshala is the Sanskrit department of the Central Hindu College, and is maintained chiefly by grants from the Kashmir State, with, however, some endowments from other sources. One noticeable feature of this *pathshala* is that all the students are required to learn a little English in addition to Sanskrit. Instruction is provided in the various branches of Sanskrit learning pursued in Benares, including the traditional systems of medicine and the specially religious teaching which has to be excluded from a Government institution. There are 150 pupils, of whom 30 are provided with board and lodging in a hostel maintained for them by the Mahárája of Kashmir.

There are also Oriental departments attached to the Canning College, Lucknow, to the District School, Mirzapur, to Jai Narayan's College, Benares, and to the Chashma-i-Rahmat School, Gházipur; and there are Sanskrit Pathshalas in Ballia, Bahraich and Balrampur which prepare students for the Sanskrit College examinations. Similar studies are pursued in other places. The work done at Mirzapur is maintained by a local endowment; the reports which I receive about it are far from satisfactory.

Fazil and Mulla examinations.—There were six candidates for the Mulla examination, of whom three were successful, one from the Jumna Mission School, Allahabad, one from the Chashma-i-Rahmat School, Gházipur, and one from the Collegiate School, Benares. The first two passed in the first division and the last in the third division. There were again no candidates for the Fazil examination, the course of reading for which is that prescribed for the M.A. degree in Arabic of the University of Allahabad.

COLLEGES FOR PROFESSIONAL TRAINING.

27. *Law classes.*—The number of Law classes connected with Arts Colleges is 8, the same as last year.

The number of students attending them shows a further increase, *viz.*, from 456 to 480, as given in the returns for the 31st March. It is, however, anticipated that the new rules of the High Court, making the Intermediate examination obligatory on candidates for a pleader's certificate, instead of the Entrance as hitherto, will have the effect of reducing the number of Law students, at least for a while; and it is either feared or hoped that some of the smaller classes, in which the lecturers' only remuneration consists of the fees of the students, may in consequence have to be closed. The large number of inferior candidates who present themselves for the Law examination in question is sufficient explanation

of the action taken by the High Court to limit the admissions to men of higher qualifications. In 1904, for instance, there were 104 candidates, of whom only 3 satisfied the examiners.

The constantly growing numbers in the Law department of the Muir Central College render the insufficiency of accommodation, noticed in previous reports, more and more obvious and embarrassing.

28. *Thomason Civil Engineering College, Roorkee.*—This college is improving in reputation and in popularity year after year. The numbers enrolled as students, *viz.*, 400, are double what they were ten years ago. The fees received for tuition and examination have increased during the same period from about Rs. 6,000 to nearly five times that amount. The gross educational expenditure is returned at Rs. 1,66,809, or Rs. 417 per student. Capital charges amounting to Rs. 18,747 were also incurred, and Rs. 79,556 were spent on productive work, such as the Press, Workshop and Book Depôt. The limit of accommodation has now been reached; and the growing demand for passed students of the college raises the question whether larger classes should not be admitted, the accommodation in workshops and lecture rooms extended and the tuitional staff increased to meet their needs. Moreover, the time seems to have come when technical classes preparatory to the Roorkee course should be instituted in connexion with some of the larger high schools of the province.

The Principal, Major E. H. deV. Atkinson, R.E., proceeded to England in February 1905 to undergo a course of instruction at Chatham. The Military Assistant Principal, Captain Campbell, R.E., is officiating as Principal in his place and Lieutenant Edgar, R.E., who joined the staff as Professor of Surveying and Drawing in January last, is officiating as Military Assistant Principal. In October 1904, Dr. Phillips was appointed Instructor of Chemistry by the Secretary of State. His scientific attainments ought to prove a great acquisition to the college.

I observe with regret that several students of the Civil Engineer class were detected in the act of obtaining assistance in their project, and that one was expelled for making a false charge against the Military Assistant Principal; otherwise the conduct of students is reported to have been satisfactory.

The 400 students are distributed as follows :—Civil Engineer class, 55; Electrical Engineer, 7; Upper Subordinate, 80; Apprentice Overseers, 16; Lower Subordinate, 123; Draftsman and Computer, 11; Mechanical Apprentice, 35; Industrial, 41; Military Survey, 32.

Physical exercise receives careful attention. In the musketry course 17 of the 50 Volunteers qualified as marksmen, and 30 as first class shots. A regatta is held, and athletic sports constitute one of the fixtures of the year. A gymnasium has recently been added to the equipment of the college.

29. *The Government Training College for Teachers* remains in the same position as last year with regard to its affiliation to the University, which is still delayed, and also with regard to the improvement in the status of the Principal and the rest of the staff. It has, however, achieved a successful year's work with an unusually large number of students under training. The buildings have been extended and improved, and they now include a suitable theatre for practical work and criticism lessons. Further enlargement, particularly of the hostel accommodation, and some addition to the staff will be necessary when the policy of the Government of India is carried out, and the course for all undergraduate students is made to extend over the full period of two years.

CHAPTER V.

Secondary Education.

30. The number of secondary schools exhibits very little variation; but the process of converting middle English schools into high schools has continued, though only to a slight extent. There are 93 high and 76 middle English schools for native boys, and the number of vernacular secondary schools remains 320, as for the previous year. There has been an increase of nearly 4 per cent., *viz.*, 1,137 scholars, in the enrolment of English schools, and a decline of 1,737 in vernacular schools. The number of boys in the secondary department of English schools is given as 14,337, and of vernacular schools, 12,505; the corresponding figures last year being 12,632 and 10,352. Thus, while education in general has been nearly at a standstill in the adverse circumstances of the year, there is distinct progress to be recorded in secondary education. Some of the district English schools are small, and testify to local apathy. For instance, at Hamírpur, where there is only a middle school, it is reported that there were not more than two boys in the middle class; the advent of the plague may possibly have had something to do with this, but if it is the usual state of affairs, and if there are no prospects of improvement, it would seem not to be worth while to maintain a secondary school with so small a middle class. As I pointed out last year it is in the numbers seeking English secondary education that the United Provinces compare most unfavourably with the rest of India. We should need to multiply the number of scholars by 4 in order to advance to the same stage of progress as the average of the other provinces. The demand for this education is obviously growing, and when the education offered is made in itself more valuable as the result of recent and prospective reforms, and harassing obstacles are eventually moved out of the way, there is no doubt that the people will begin to move forward. The improvement of secondary education has been largely deferred until primary education at one end of the scale and University education at the other have come in for their share of attention. It is now felt that the turn of secondary education has come.

Vide General Tables III and V.

31. The expenditure on English secondary schools for native boys has gone up from Rs. 8,08,707 to Rs. 8,66,249; about Rs. 10,000 of this increase occurs in Government schools, Rs. 8,000 in district or municipal schools, Rs. 15,000 in aided schools and Rs. 32,000 in unaided schools. The last mentioned item is a promising sign, and compares well with the figures which I gave last year.

Vide General Table IV.

The expenditure direct from provincial revenues is nearly stationary; local funds have contributed more by over Rs. 11,000; municipal funds less by Rs. 5,000; fees have expanded from Rs. 2,96,835 to Rs. 3,34,545, and other sources show an increase of Rs. 13,000.

On vernacular secondary schools Rs. 2,90,494 were spent, an increase of nearly Rs. 9,000. These schools are almost exclusively under the management of district boards, to whom the increased expenditure is to be ascribed. The expenditure of municipal boards fell by nearly Rs. 3,000, and the share defrayed out of the fee income rose by Rs. 2,235, and now stands at Rs. 83,339.

The expenditure on the secondary departments, English and vernacular, for native boys, estimated in the manner desired by the Government of India, is Rs. 8,07,699 to last year's Rs. 7,61,351.

32. If the fee income be divided by the average number on the rolls monthly during the year, an average annual fee is obtained. For English secondary schools, if deductions be made for schools for Europeans and Eurasians, this average fee is Rs. 13-2 as.; in Government schools it is Rs. 18-15 as.; in those managed by district or municipal boards about Rs. 11-5 as.; in aided schools, Rs. 11; and in unaided schools, Rs. 11-7 as. According to the rates prescribed by Government a boy who goes through the complete course in a State secondary school and spends one year in each class pays an average annual fee of Rs. 13-14 as.; while the corresponding fee for the classes in which English is taught is Rs. 19-8 as.; in aided schools the prescribed fee is taken at three-quarters of these amounts. The latter method of estimating the average fee is of more value than the former, which depends upon the number of boys in each class of a school; the former method was, however, adopted in the appendix to the Fourth Quinquennial Review. The average annual fee in vernacular middle schools estimated by that method is Re. 1-15 as.

In English schools the fees vary from class to class, gradually increasing as a boy rises in the school. The system is peculiar, and it would be more convenient to

conform to the usage of other countries, and have a fixed fee, at any rate for each section of the school. The average fee paid would be unaltered, but would fall more easily on parents, if the prescribed rates were 8 annas in the upper primary, Re. 1-8 as. throughout the middle, and Rs. 3 in the high sections of Government schools.

33. The total number of candidates for the School Final examination from the United Provinces shows a considerable increase in comparison with the number last year, having been 540 as against 338. The figures show the progress made in extending instruction in science, this subject being the distinguishing feature of the School Final. Government schools passed 80 per cent. and aided and unaided schools 68 and 70 per cent. respectively. These results are substantially better than those of last year. This was to be expected, as the date of the examinations was postponed on account of plague, and thus the candidates had longer time for preparation. At the same time a meed of praise is due to masters and pupils alike for struggling to do their best in spite of the interruptions caused by the prevailing calamity. The Government schools did well; Queen's Collegiate School, Benares, and the district schools at Moradabad, Aligarh and Fyzabad may be singled out for special mention. Amongst aided schools, the Jubilee High School, Gorakhpur, has again distinguished itself, not only in quantity but also in quality. All of its 14 candidates were successful, and no less than 7 of them were placed in the first division. The results of the Victoria High School, Gházipur; the MacDonnell High School, Jhánsi; Jai Narain's High School, Benares; and the M. A.-O. School, Aligarh, are also worthy of commendation. The only school that did badly was the C. M. High School, Azamgarh.

The number of candidates for the Entrance examination from schools in these Provinces was 1,195 in comparison with 946 last year. The percentage of passes for Government, aided, and unaided schools was 72, 65 and 75, respectively. The general average of passes in Government schools was high. The district schools at Orai, Fyzabad, Hardoi and Partábgarh may be noticed as passing all their candidates, and the schools at Aligarh and Sítapur and Queen's Collegiate School, Benares, for the large number of successful candidates. The Sítapur result was especially good. The results at Muzaffarnagar and Rae Bareli were poor in comparison with those at the other Government high schools. Of aided schools, the Jubilee High School, Gorakhpur, did best, as at the School Final. All its candidates passed, and all but one in the first division. Great credit is also due to the Headmasters of the A. P. M. High School, Dehra Dún; the Sikandrabad A.-V. High School, and the A. P. M. High School, Allahabad, for having passed all their candidates, seven or more in each case; while for the numbers passed the Agra Collegiate School, St. John's and the M. A.-O. schools, and the Jubilee High School, Lucknow, rank highest among aided schools.

A scrutiny of the list of failures in the various subjects reveals the fact that History and Geography require more attention. A very much larger number of candidates came to grief in this branch than in any other.

34. *High School Scholarship Examination.*—This was held in April, and 335 candidates presented themselves. Fifty provincial scholarships of Rs. 6 per mensem, tenable for two years, were awarded to the most successful candidates. Twenty of these scholarships went to Government schools, and the remaining thirty to aided and private schools. Local scholarships of Rs. 5 per mensem, provided by District Boards, were awarded to forty-five other candidates. Some scholarships given by private liberality are also awarded at this examination. The Jubilee High School, Gorakhpur; the District High School, Fyzabad; the Central Hindu and the Queen's Collegiate Schools, Benares, and the district schools at Aligarh, Sháhjahánpur, Bara Banki, Bánda and Muzaffarnagar were distinguished by the marked success of their scholars in this examination, a result which shows that a good foundation for success in the highest classes is being well and duly laid in the middle classes, an essential element of education which is apt to be neglected as a result of the abolition of the Middle examination coupled with a relaxation of external control in the schools. Scholarships tenable in English high schools are also awarded at the Vernacular Final examination, which is not exclusively a Scholarship examination (*vide* paragraph 42). During this year the number of provincial scholarships so offered has been increased from 40 to 50, and their value has been fixed at Rs. 4 until the scholar reaches the high section, and afterwards at Rs. 5

per mensem. At the same time one local scholarship has been instituted in each district; these are Re. 1 per mensem less in value than the provincial scholarships. Of the 50 provincial scholarships awarded at the last examination 4 went to the Sikandra Rao School (district Aligarh), 3 to Kasganj, and 2 each to Kanauj, Auraiya, Sikandrabad, Kainjuri, Moradabad, Narwal and Koil.

Vide General Table IV.

35. There has been an increase of Rs. 10,284 in the expenditure on scholarships held in secondary schools, and the amount so disbursed is now returned as Rs. 52,852. Provincial, District and Municipal Funds and "other sources" have all contributed to the increased expense.

36. Though the curriculum in anglo-vernacular schools was again revised only last year, complaints are still to be heard about over-pressure. The course cannot be further simplified without lowering the standard of education, and this would mean retrogression, not progress. I am inclined to think that over-pressure, if it does really still exist, is entirely due to incapacity on the part of many of the teachers in charge of the lower classes, who often throw the whole burden on their pupils, by giving them heavy home lessons to learn, whereas, when the teaching is of the right kind very young boys ought not to be required to struggle unaided with lessons too hard for them out of school hours. Revision could be done in the class itself. I am confident that the next few years will see the disappearance of existing evils of this kind. Increased pay and the prospect of a pension will attract men of higher attainments and intelligence than have come forward hitherto. The day is not far off when every teacher will be a certificated man and will have had the advantage of acquiring modern methods by going through a course at the Training College. Improved methods of teaching English are being gradually introduced into our high schools, and this important subject is sometimes undertaken in the lowest classes by the more highly qualified and experienced members of the staff. With three more Inspectors, and consequently smaller circles, Inspectors will be able to pay more frequent visits to the schools in their charge and maintain a more vigilant watch over them.

37. Headmasters of high schools commonly complain that they are obliged to admit boys who have completed the course in middle schools, but are not up to the standard of the 9th class. This has been the natural result of the abolition of the English Middle examination. The 8th class, as it is now, even in high schools, affords a sad contrast to what it used to be. When there was a public test to look forward to at the end of the year, masters and boys alike worked with zeal and energy. Now there are, too often, signs of listlessness and indifference. It is desirable that steps should be taken to give middle schools some definite standard up to which they may work, and to prevent boys from gaining admission to the high section of other schools when they are unfit for the standard. The evil exists; it is a real one and it is impossible to shut our eyes to it. Under the circumstances, it appears to me that the best remedy would be to require boys reading in the highest class of a middle school to pass the annual examination of the 8th class, not in their own schools, but in those high schools in which they intend to pursue their studies. A slack middle school should not have the power to drag down the high school to which it sends on its boys; the high school should rather lift up the middle school which is in this way affiliated to it.

38. In the last year's report mention was made of the fact that the schools supported or aided by municipalities do not always conform to the rules of the department, and that they thus hamper the work of neighbouring district board schools by introducing an element of discordant competition due to the attraction of lower fees and a looser discipline. With a view to remedying this undesirable state of affairs, I enquired from municipalities whether they were prepared to adopt for their schools the same rules as those in force for District Board Schools. It was gratifying to find that the vast majority welcomed the proposal. I hope, therefore, that all municipalities will now maintain admission and attendance registers in their vernacular schools and that, in the case of the anglo-vernacular schools under their control, it will be made obligatory upon them to observe the inter-school rules, so that aid may not be given in future to schools that are found to be unworthy of recognition. By way of illustration of the present state of affairs the following instances may be mentioned. There is an English school at Kairana, maintained by the municipality, in which there are nine classes with a total average attendance of 20 scholars, and only two masters. There is a similar school at Kandhla with six classes

from the upper primary upwards, and an average attendance of 27 and three masters. The municipalities are not under any control in these matters.

39. The Director-General of Education in India made a tour through Oudh last cold weather, and his opinions recorded in the log-books of various schools emphasize present defects which call for remedy, but cannot be mended without a much larger expenditure than has hitherto been sanctioned. Of one school he writes :—

"There is not a properly qualified teaching staff at the school, and the salaries paid are altogether insufficient to obtain one. The rates of pay are as follows :—

Headmaster	Rs. 100	a	month	
2nd „	60	„	„	
3rd „	40	„	„	
Three assistant masters ...	30	„	„	each.
One assistant master ...	25	„	„	
Six assistant masters ...	20	„	„	each.

"The Headmaster is a Bachelor of Arts, none of the other teachers has had a University education. I do not see how it is possible to expect a secondary school to be satisfactorily conducted upon these terms."

At another school he notes :—

"The teachers teach industriously according to their lights. But (*a*) their command of English, the medium of instruction, leaves much to be desired, especially in pronunciation, but also in the correct use of words, and (*b*) their conception of the art of teaching is limited to interpreting text-books to their classes, and requiring the boys to read and remember their books. I do not include the Headmaster in this remark. There are faults which go so deep that but little can be effected merely by bringing them to the notice of the teaching staff. Here is one of the facts which have to be reckoned with in this connexion. The salaries of the 13 masters amount in all to Rs. 619 a month, all but three draw less than Rs. 50 a month. Two of the teachers are graduates. Four have read only to the Entrance standard."

Again :—

"The lowest classes are placed in the hands of the masters with the lowest qualifications; that is to say, *inter alia*, the least knowledge of English. The boys spend some hours a day, for years, learning the language and learning it wrong, and working very hard at doing so. The lower classes, when required to read aloud (and they spend a great part of their time reading aloud), produce a series of sounds which only with some practice can readily be recognised as English. Upon attentive listening, one is able to resolve the sounds so made into their constituent faults, which are principally :—

(1) words mispronounced merely from ignorance ; a quite venial and curable defect ;
(2) words mispronounced for want of training in the production of the sounds, *e.g.*, olways for always, woter for water, vins for wings, ishmall for small ;
(3) Slovenly articulation ; not being quite sure what sound he ought to produce, the boy hides his uncertainty by making the sound as indistinct as he can ; or he slurs, drops and swallows sounds from mere inattention, or from a desire to read rapidly ;
(4) Wrong accentuation, or total absence of accent ;
(5) Strange intonation.

Of these five component parts of the school boy's English, the first four are removeable ; the last is the most difficult to overcome and perhaps may be most easily excused.

The first requisite for removing these faults in the lower classes is the provision of teachers who do not themselves commit them ; the next is an improved method of teaching which recognises, much more than any method which I have seen used in the schools, the necessity of training the ear in a systematic way to the difference between the true and the false, the right and the wrong in vocal sounds, distinctness of articulation, accent, and intonation, and of training the vocal organs to produce the true sounds."

It is to be inferred that English education is bad because it is cheap ; and it can only be satisfactorily improved by spending more for a better thing. Some improvement has been going on during recent years, noticeably in the study of English texts, in Geography and in Euclid ; the teaching of Arithmetic and of History remains generally unreformed. But notwithstanding the improvements that have been effected, it may yet be that a boy in a year's steady work with proper teaching under a good master would learn more English than he does now in four, if not in six years' schooling. The position of modern language teaching has recently been indicated admirably in the following words :—"An old system utterly discredited ; innumerable new systems at war equally with the old and with one another, and having as yet a lack of authority and general acceptance ; a clash of argument even about fundamentals, &c." This branch of teaching must

therefore be regarded as still in the experimental stage, and an experiment with the "direct method" is being made at the M. A.-O. School at Aligarh.

40. There has been an increase in the number of trained teachers available for the schools, and an improvement in the qualifications of those who take to this work. Now that the appointments in English schools are again made pensionable, and a beginning has been made in dealing with the important question of a substantial improvement in the scale of pay, it is to be expected that graduates will more and more choose to undergo training and qualify themselves for school work. The more we can avail ourselves of the services of the most competent University students, fortified by a further professional training, the nearer shall we attain to the excellence which is now too often wanting in school work, where so much must depend upon the personality of the teacher, his character, and attainments. There can be no doubt that if the profession were made so attractive that none but graduates could enter it, the gain to the country would be incalculable.

41. As a specimen of the good work done in aided schools I would mention Jai Narain's College at Benares, and quote from the report of Mr. Housden, the Inspector:—"The discipline of this school is the best I have yet seen, the apparatus provided is better than that of any in the 5th Circle, and the buildings are kept neater and cleaner than any other school of my circle....Teachers have been well trained in giving lessons." The same report speaks in the highest terms of the teaching of Geography, of object-lessons, and of the improvement in drawing in this school.

42. The *Vernacular Final examination* comes at the end of the vernacular secondary course. I have to report a fall in the number of candidates, partly at any rate due to the disturbances in school work occasioned by the plague. The results, too, were scarcely up to the level of the previous year. The attention of inspecting officers has been directed to defects which continue to mark the teaching of History and Geography, in which the story of a too general failure repeats itself year after year. Most boys who take the vernacular course finish their education at this stage, but some—a fit selection, though few—then commence their study of English in an English school where special arrangements are made for their instruction. Boys who travel this road, and reach the final goal of purely vernacular education, making use of their own language as the medium of instruction in all subjects up to that point, before starting on the English course, frequently prove in the end the most distinguished of our students. As an encouragement and help to boys to pursue this approved plan scholarships are awarded on the results of the examination (*vide* paragraph 34.)

43. Last year the Chairman of Gonda referred to the difficulty occasioned by an unforeseen reduction in the budget allotment for middle schools, which drove the board, much against their will to cut down the pay of masters, although that had recently been raised in obedience to instructions issued under the orders of Government. It was, however, eventually found possible to obviate the difficulty by a transfer of savings. It has not escaped general notice that, while funds have been provided for the improvement of primary education, and also of English schools, no special grant has yet been allowed for vernacular secondary education; the districts point out the need for further expenditure here also, if the middle schools are to maintain a proper status in the educational scheme, and they evince anxiety to raise the pay of the teachers so that it may not compare so unfavourably with what is given to teachers in other schools. The popularity of secondary education through the medium of the vernacular is shown by the increased attendance in the secondary department, and it is further evidenced by the Bijnor report which states that the accommodation in schools and boarding houses is insufficient, and that "it is impossible to overtake the increase in the numbers." It was also brought plainly before the notice of His Honour the Lieutenant-Governor, who during his tour in Kumaun found the school at Kanskhet filled to its utmost capacity, all the scholars being boarders. The needs of secondary vernacular education call for a considerable outlay of funds.

44. Of all the institutions managed by public bodies those under municipal boards are the worst. At Hardoi, in a dark and intolerably close building, described in the next paragraph, in utterly unsuitable rooms, there are 12 classes taught by eight underpaid masters. The Director-General, who visited the school, declared that "the provision made for vernacular education in this municipality

is a disgrace to it." Even the chalk provided for the blackboard was of the quality which makes a mark one time in three and a scratch the other two. Municipal Boards are left to themselves in these matters without the embarrassment of Government control. The orders fixing the minimum pay of teachers do not apply to them any more than to aided and private agencies. Mr. Chakravarti, Inspector of Schools in the 3rd (Lucknow) Circle, urges that Municipal Boards should be required to make over their *quota* of educational expenditure to the district board, to be spent within municipal limits according to rules. I regard this suggestion as a very sound one, making for simplicity and efficiency. He is convinced that similar shameful instances of mismanagement must be expected as long as municipalities are not subject to the same rules in educational matters as the District Boards.

School Buildings.

45. *English Schools.*—The general insufficiency and the occasional unsuitableness of school buildings are now regarded as obvious facts, and they could not fail to draw comments from the Director-General during his recent tour. Education is conducted under difficulties in a school house like the one at Shahjahánpur, where even the addition of new rooms does not touch the radical defects of the original building. Some extensions have been made at Sítapur, Rae Bareli, Hardoi, Partábgarh and Farrukhabad, and are being made at Saháranpur; and other obvious remedies of existing defects are being slowly applied here and there, as the limited funds allow. The buildings at Aligarh, Mainpuri, Etah, Hathras and Unao, among others, are not large enough. The Etah school was erected by Raja Dilsukh Rai of Kasganj, and is the property of his successor; hence there are difficulties in the way of enlarging it—ordinary repairs are executed by order of the Commissioner of the division. It is time that the board acquired the property, so that it might have the requisite authority to extend and alter the building; or else another school should be built. Mention has been made of the Ballia school in recent reports; the building is likely to be washed away by the Ganges within a year or two; but no decision has yet been arrived at with regard to the location of the new school, which may be required at any time on very short notice. Without any extravagance, considerable sums could be well spent on English school buildings.

Vernacular Schools.—It has already been noted that the attendance in these schools is outstripping the accommodation in various districts; Bahraich, Bijnor and Dehra Dún may be especially mentioned, though there may be other districts not less ill provided. At Dehra Dún the sanitation and lighting of the building now in use are likewise unsatisfactory; the use of a building as a school house, when it is condemned from the point of view of sanitation, ought not to be tolerated in any country. It is estimated that an expenditure of Rs. 7,000 would set things right there. I may mention that Dehra Dún is the premier district of the province as regards the extension of education among both boys and girls, and it may therefore be considered to have some claim to exceptional treatment in this respect. Two schools in Garhwál have nothing but sheds to work in. New schools have been built at Saháranpur (for Rs. 8,872), at Bulandshahr (for Rs. 9,392), and at Puranpur in Pilibhít district (for Rs. 3,799). At a moderate estimate three lakhs of rupees could at once be utilized on these schools, in which expansion is desired by Government and has, indeed, been encouraged by according sanction to a larger number of scholarships, and of greater value than hitherto, in connexion with the Vernacular Final examination.

As an instance of the way in which things may be mismanaged by municipal boards I would invite attention to the school at Hardoi, where public money has been wasted on a structure that is quite impossible as a school building. Mr. Orange visited this school in company with the Deputy Commissioner, and he writes:—

> "A school-house without windows is a curiosity which I have never before come across. There are eight rooms, of which four measure 16′×16′, two measure 16′×8′, and two 15′×5′. Not one of them is suitable for teaching and I can only express my commiseration for the pupils and teachers who are required to use them. In one of the rooms 16′×16′, windowless, lighted by one door 7′×4′, I found 50 boys and two masters. This allows less than 5 square feet per human being. The room looks towards the west and to-day there was an unusually keen north-westerly wind blowing; but the condition of the atmosphere in the room was quite intolerable. What it would have been like on a close day I can only conjecture with a shudder..... The boys deserve better things than the municipality provides for them in the way of buildings and staff."

BOARDING-HOUSES.

46. *English Schools.*—A little, but only a little, has been accomplished during the year towards extending the accommodation in the boarding-houses attached to district schools. The matter cannot be dealt with systematically without the allotment of the requisite funds by Government. The sleeping accommodation at Etáwah has been increased, and a boarding-house for Muhammadans has been erected at Aligarh. At both of these places there is a reading and preparation room for the use of boys living in the boarding-house, a very proper provision. Other districts are in a similar case to Shahjáhánpur, where the accommodation is so limited that only a few boys who apply a long time beforehand can be admitted, the rest being left to manage for themselves in bazars.

Vernacular Schools.—The deficiency and sanitary defects of boarding accommodation are very noticeable in vernacular secondary schools. In the number of boarding-houses an increase of 50 per cent. is wanted, while generally much better provision should be made than is now to be found. I will not repeat descriptions of existing accommodation such as I have given in former reports. The want of boarding-houses is much felt in the districts of Lucknow, Unao, Shahjáhánpur and Hardoi. Something is done every year to improve matters. New boarding-houses have been erected, *e.g.*, at Aliganj, Nawábganj, Mát (for Rs. 5,316), Soron, Bulandshahr, also in Bara Banki and Hamírpur districts. Enlargements were effected in sundry places; but in other districts, as at Bareilly, the construction of new boarding-houses had still to be postponed for want of funds. In small towns there are seldom any houses that can be let for love or money, and boys from surrounding villages who wish to continue their studies beyond the primary stage are kept from joining a town school for want of a roof under which they may lay their head. At Bangermau, in the Unao district, 15 boys and a teacher have to live in the school building, the class rooms by day being turned into bedrooms at night. To forbid this would be to deprive boys of the education they are eager to acquire. So keen are boys to carry on their education beyond the primary stage that in some parts of the province, where there are no boarding-houses to receive them, they prefer to walk in from their villages 10 miles every day rather than lose the privilege of secondary education.

47. *Conduct of Scholars.*—As a general rule there is not much complaint made of the conduct of scholars in secondary schools; but there are exceptions which cannot be passed over in silence. The Chairman of one District Board, remarks on the increase of insubordination in the high school, and says:—"With false notions of liberty abroad, boys are apt to chafe against authority and acquire a habit of disobedience of orders which they have to rue afterwards." And the Commissioner expresses his opinion thereon that money spent on education which does not secure discipline is partly wasted. This is putting it mildly, for education without discipline is spoilt. At another high school there were four expulsions, and the second master, after the annual class examinations, was assaulted by boys who did not obtain their promotion, and since then he has felt it necessary for his safety to go about attended by a bodyguard. Punishments have had to be meted out to several boys for making false statements in the forms of application for admission. Anonymous charges against masters, attributable in the first instance to schoolboys, have been not infrequent. As an English paper recently remarked: "if signed, accusations are often groundless; unsigned, for the most part, they spring from malice and are invalidated by cowardice;" they should as a rule be ignored.

At the Husainabad School, Lucknow, an attempt is being made to train the boys in the rudiments of good behaviour; and the example is also being followed in some other schools.

CHAPTER VI.

Primary Education.

48. Including both primary and secondary schools for boys, the number of scholars in the primary departments is returned as 378,894, the figures last year having been 378,277. Of the total number 335,552 were attending primary schools, of whom 245,134 were in State schools and 86,143 in aided schools for Indians. The increase in the number of scholars in aided schools averages scarcely more than sixty boys in a district. Of all the boys attending public primary and secondary schools, 93 per cent. are in primary or preparatory classes; and of those who are thus in the primary stage only 12 per cent. have advanced to the upper primary section. More than four-fifths of public school boys are in the lower primary. *Vide* General Table V.

In vernacular primary schools for boys there has been a decrease of 31 schools and 6,468 scholars in the Agra division, where the Muttra and Agra districts lost most ground—a consequence of the severity of the visitation of the plague. Indeed the Muttra district in the latter half of the year lost about ten per cent. of its population, chiefly rural, and many villages lost twenty or thirty per cent. Almost all the plague-infected villages were, sooner or later, emptied of their inhabitants, who left for other places or encamped in the surrounding fields, and school attendance naturally decreased or ceased altogether. In some cases teachers were directed to hold schools under trees, but parents were unwilling to send their children to congregate thus with others and run more risk of catching plague. Several teachers died of the disease. The Chairman of the Board, Mr. Ferard, proposes to give teachers in future special leave on full pay if their schools have to be closed for a month or less, and on half pay for periods in excess of this; a wise and merciful measure that may be commended to the notice of other district officers, for it is indeed hard that a teacher employed by a Board should be liable periodically to lose his means of livelihood on account of the annual return of this dread epidemic. The Allahabad division lost 47 schools and 4,000 scholars, largely in the districts of Fatehpur, Hamírpur and Jalaun. The plague was at its worst in Ballia, where, however, notwithstanding this circumstance, school attendance was well maintained. In Benares plague contributed to lower the enrolment, but the Chairman considers that the decrease of 7½ per cent. is also due to changes made by Government in the original budget as proposed by the Board, though the effects of the reduction were mitigated by a subsequent grant of Rs. 3,000. The largest increase in the number of schools occurred in the Rohilkhand division. The districts of Gorakhpur, Bahraich and Moradabad have made marked progress in the number of scholars. Bahraich is one of the half dozen most backward districts, but under Mr. Streatfeild's helpful care it is gaining ground. Mr. Streatfeild finds that the great need is money, two or three thousand rupees more than the large special grant which has been given this year could have been well spent, and will be urgently wanted in the near future. In Moradabad, too, the progress recorded is due to the great interest shown by Mr. Winter, who not only instructed his officers to visit schools and get new scholars enrolled in their presence, but himself set the example, and also impressed upon villagers generally the importance of giving their children sufficient education to enable them to calculate their rent and to know the contents of papers they may have to sign in the ordinary course of their life. I may also mention that in the same district a beginning was made in the starting of school gardens on pieces of waste land adjoining the school; these were made and kept up entirely by the masters and boys, and their main object is to make the place look tidy and attractive and to interest the boys, though they may also serve to bring English vegetables to the notice of the villagers. Apart from this secondary aim, these gardens may easily be made a valuable auxiliary of the village school.

An example of zeal in the cause of education is given by Rai Shankar Prasad, a zamíndár of Korauna, in the Benares district, a man of advanced age and of good Hindi education. He had given a plot of land for the village school the year before last, and busied himself so successfully about the building that the Board had to find only about Rs. 50 towards the cost. Since then he has placed himself under the head teacher as an honorary assistant, and he could not have been more regular or more devoted to his duties, had his livelihood depended upon his exertions.

Education is most widely extended among the population in the Kumaun and Meerut divisions, and in the Dehra Dún and Almora districts, where nearly one quarter of the boys of school age are under instruction. The Oudh and Gorakhpur divisions are the most backward; and the Mainpuri and Kheri districts are the lowest on the list, with not one boy in twelve at school.

49. The total expenditure on boys' primary education, taking into account the primary classes of secondary schools as well as purely primary schools, amounts to Rs. 15,19,723 towards which public funds contribute Rs. 11,47,377. If Europeans are excluded, the corresponding figures for native boys are Rs. 14,12,385 and Rs. 11,21,565; and the amount derived from fees in their case is Rs. 1,87,354.

50. The average fee realized in district and municipal schools is about 4 annas a year towards an average cost of Rs. 3-9 as. per scholar; in aided schools it is under 2 annas toward an average cost of Rs. 2-3 as. These fees are much the same as last year, but there has been an enhancement of the fee rates in some districts, and in others small fees have been levied for the first time in Board schools. In Jaunpur the rates have been raised to 1 pice, 2 pice and 3 pice in the preparatory, lower primary and upper primary sections, respectively; in Farrukhabad the preparatory classes are still free, but the fee for the lower primary section is now fixed at 2 pice, and for the upper primary one anna; in Gonda the Board has resolved to levy fees at half the Farrukhabad rates; in Hamírpur, during the year, a fee of 2 pice has been imposed in the highest class of primary schools; in Azamgarh the rates have been raised and the sanctioned exemption of 20 per cent. poor scholars has been disallowed; in Bijnor the average fee in Board schools is 2 pice, and in aided schools 8 pice, and the Collector thinks the former might be doubled. In Dehra Dún, the district in which education is most widely extended, no tuition fees are charged. In Etáwah none have been levied hitherto, but it is intended to take them in future. These are a few facts about fees culled from the district reports, in which, however, these particulars are not as a rule given, so that I have not full information of the existing practice throughout the province. It will, however, be clear that the fees derived from lower primary classes by the Boards must be insignificant in amount and scarcely worth exacting; and that it would cost very little to make education up to the lower primary stage free in village schools in all districts instead of in some, as it is also in the Punjab for the agricultural population, and as there is talk of making it in Bombay as well. It is unlikely that the average fee in the preparatory and lower primary classes of village schools comes to as much as two annas a year; it may be nearer one anna. The policy of levying fees in these schools was approved by the Government of India on the recommendation of the Indian Education Commission of 1883; but the Local Government has not interfered with the liberty to regulate this matter for themselves which is by law reserved for the Boards; and in other provinces the same policy has not been universally enforced.

51. In general pursuance of the policy approved by Government the number of primary schools, both upper and lower, under management of the Boards shows a reduction, which is more than balanced by an increase in the number of aided and unaided schools of both grades. This change is associated with a decrease of 2,366 scholars and an increase of Rs. 5,678 in the expenditure. The diminished attendance may be ascribed to the disturbance wrought by the plague; but I note in the district reports that, notwithstanding the announcement of the policy of Government, varying opinions regarding the usefulness and advantages of aided schools as compared with Board schools are offered by the Chairmen of Boards. The Farrukhabad Chairman finds that the Board schools are undoubtedly more popular, and considers that their lower fees are only one of many contributing causes, among which he would include (1) the uncertainty in the permanence of aided schools, whose life often depends on the personality of the master, (2) greater official interference in Board schools—the closer control over which would appear to give the people more confidence in them, and (3) boys educated in aided schools have not the same avenues for advancement, owing apparently to the preference of employers coinciding with the confidence of the people. The Chairman of the Bahraich Board considers that the economy of the system is more apparent than real, and in so far as it is real it is at the sacrifice of efficiency, and undesirable; his Board has, however, set itself loyally to carry out the accepted policy, and has closed eight Board schools

and opened 15 aided schools. The Commissioner of the Benares division is not entirely satisfied with the Mirzapur aided schools; he says that as a rule they are simply inferior Board schools to which the parents of pupils contribute to no considerable extent. From Jhánsi it is reported that the teachers in aided schools are generally untrained, and this has much to do with their backwardness; but as good and efficientt eachers cannot be had on Rs. 5 or Rs. 4 per mensem, the grant given under the rules, practically nothing can be done to improve the quality of the teachers of these schools unless the people interest themselves in the matter; in this district 12 Board schools have been closed and 12 aided schools have been substituted for them, so that the views to which the Chairman gives expression have not been made an obstacle to the adoption of the Government policy. In Gonda the number of aided schools was increased from 35 to 51, and of their scholars from 1,255 to 1,793; but of these only 13 boys attempted the upper primary examination, and all met with a reverse, a result which the Chairman attributes to the incompetency of the teachers. Mr. Winter, however, as Commissioner of the Gorakhpur division, in forwarding the Azamgarh report, observes that aided schools are generally most useful in giving that elementary education in reading, writing and arithmetic which is all that the bulk of the population require, but he remarks that it is open to doubt whether they will usually be successful in training boys for entrance to the middle school. In Almora there is still a great demand for more aided primary schools, which the Deputy Commissioner is unable to satisfy for want of funds. The popularity of aided schools is a special feature of the Basti district; their number has now risen to 156, and the Chairman hopes to open 50 more with this year's grant; many of them, he says, "have proved by no means ephemeral, but fit to be converted into Government schools, if necessary." But the Government has expressed its disapproval of this procedure of first aiding a school and then, if it succeeds, converting it into a Board School (*vide* Resolution No. 691/XV—48-11-3 of 1903, paragraph 4). Yet the practice seems still to survive. It will be seen that the full advantages of the Government policy have not been generally realized throughout all districts, although in some places they are well appreciated. There would have been a more extended application of the policy but for the general deficiency of funds. This is specifically mentioned in several reports; in Fatehpur 21 aided schools were actually closed for want of funds. It seems necessary to mention here that the responsibility for carrying out the wishes of Government rests entirely with the District Boards, and that the Department can take no practical steps to promote that object in the various districts. The policy of the Educational Department necessarily coincides with that of the Government.

In addition to Board and aided schools, there are also unaided schools. In Saháranpur these are specially popular; there the parents judge the teachers from a moral and religious standpoint rather than by the possession of educational diplomas, and they leave the children entirely in their guardian care; personally attached to the parents these teachers of the old school often possess greater faculties for winning the confidence and respect of the people than the teachers of either Board or aided schools. But generally their number is very limited.

52. The standards of instruction in urban and rural schools are nominally the same, but in practice they must depend upon the qualifications of the teachers. District authorities have evinced an indisposition to spare trained teachers to instruct the primary classes of anglo-vernacular schools in the vernacular, and progress in the direction indicated by Government (*vide* concluding sentence of paragraph 12 of Resolution referred to above) is therefore not as rapid as it should be.

53. Many new school buildings have been provided by public expenditure or private liberality; but the insufficiency of accommodation remains a drawback to the spread of primary education, while the buildings and equipment are generally defective. It would be easy to collect abundant evidence for this statement from the reports of district officers who find themselves hampered by these obstacles, but it is scarcely necessary to dwell in detail on this matter year after year. The special grant commencing this year will enable the Boards to do something, though not very much, to comply with the ideals of the Government of India. It is pleasant to be able to record the remark of the Collector of Dehra Dún that he has been much impressed by the capital buildings of stone with corrugated iron roofs for village schools throughout that district. In the Partábgarh district school houses are reported to be a greater desideratum than teachers.

54. In most districts annual meetings of untrained teachers are held at convenient centres for the purpose of giving them some insight into modern methods of teaching. The meetings last ten days, but it seems desirable to extend them to a fortnight in order to increase their usefulness. They are attended by about fifteen teachers, and the deputy or sub-deputy inspector generally presides, though in some cases the Chairman of the District Board or the Circle Inspector has occupied the chair. The usual procedure at these meetings is for a trained teacher first to give a model lesson. After the method has been carefully explained to the untrained men, these are called upon in turn to give a lesson, and the other teachers write criticisms while the lesson is in progress. The criticisms are then read out, discussed and finally summed up by the presiding officer. Demonstrations of physical training are also included in the programme, and occasion is taken to supplement these purely professional features with lectures on topics of more general interest, literary or scientific, for the further enlightenment of the assembled teachers and the gradual widening of their mental horizon, and with this object the plan has been adopted in Benares of requesting those who attend the meeting to send in an abstract of these lectures within a fortnight. Annual meetings of this sort cannot fail to benefit the mass of untrained teachers and their scholars.

55. The experiment of appointing village school committees has been extensively tried during the year, but their constitution will probably have to undergo revision before they can play any important part in stimulating and maintaining an interest in primary education. In some cases members appear to be content with the honour of being nominated to the committee. It would perhaps be an advantage to allow the residents in a village to have a voice in selecting the members of the committee. The rules adopted in the Bánda district require the committee to visit the school together once a month, and there is to be an inspection by some member of the committee once a week; remarks are to be entered in the inspection book, and it is the duty of the committee to endeavour to secure regularity of attendance and to enforce discipline, to report irregularities and requirements to the Board for such action as may be deemed necessary, and to see that sanctioned repairs are duly carried out and due payments made. The Chairman considers that some of these committees show signs of life and that the experiment is worth continuing. Such committees are not found to be practicable in Partábgarh.

56. Many Chairmen of District Boards have adopted the useful plan of dividing their districts into circles and assigning a circle to the special care of a member of the Board, in the hope that the members will thus be induced to take a personal interest in the educational progress of their section, and pay more frequent and regular visits to the schools. But the apathy of members of District Boards is the subject of frequent comment, though there are numerous exceptions. In Budaun the plan works with admirable results in promoting good feeling between the teacher and the people. In Bara Banki each member is put nominally in charge of 5 or 6 schools, but only one member attempted any inspections.

57. The results of the upper primary examination have been generally satisfactory. Scholarships tenable in secondary vernacular schools are awarded by the districts to boys who pass this examination; and it has been noticed that most of them are won by boys reading in town schools. These scholarships are, however, chiefly intended to enable bright boys from village schools to continue their education in a town school; and it would seem desirable to reserve a certain number of them in each district for this class of boys.

CHAPTER VII.

Training Schools for Teachers.

(1) Training Institutions for Teachers in European Schools.

For Mistresses.

58. The training class in connexion with All Saints' High School, Naini Tal, has continued to do useful work. The examination in practical teaching was held at the end of October. The Inspector reported that the pupils did fairly well in reading and in black-board writing, and most of them did well in the criticism lesson. Defects in spelling and writing showed defective preliminary education in the students; and pains should be taken to make good this defect in the elements of knowledge. The reports of the examiners on the theoretical work were generally favourable, but in school management the results were, except in the case of a few candidates, scarcely up to the usual standard. The undue diffuseness of the answers is commented on by one of the examiners. In the final result all of the eight candidates passed, seven obtaining second grade certificates qualifying them to teach up to standard VII, and one a third grade certificate qualifying her to teach in the primary classes.

There has again been a change in the teaching staff of this class; and as an addition to it a Kindergarten section has been opened under a qualified mistress from England.

(2) Training Institutions for Masters for Native Schools.

(a) Secondary and Primary School Teachers, English.

59. *Government Training College, Allahabad.*—The number of students enrolled at the end of the year was 59, an increase of 11. It is to be noted that very few Muhammadans enter the college; there were only 4 during the year under review, the same number as in the preceding year. The allowances to deputed teachers were increased during the year in order to remove the grievances under which they suffered by loss of income while attending the college. This, together with the increments in the salaries of the staff, goes to account for the increased cost of the college, the expenditure on which, apart from buildings and repairs, has risen from Rs. 24,187 to Rs. 28,466. The charges for building and repairs amounted, in addition to Rs. 15,150, a new teaching theatre and more class rooms having been built during the year.

Vide General Tables III and IV.

There were 57 candidates for certificates at the end of the college course, many of them being experienced teachers who had been deputed to the college to enjoy the advantage of a course of training. Sixteen senior and thirty-two junior certificates were awarded on the results of the final written and practical examinations. It is a matter for satisfaction to find that students under training as candidates for employment are of better quality than the majority of teachers who have been deputed from their schools to undergo a course of training, in that it shows that men of higher attainments are becoming available for, and being drawn to, educational work. Junior students who have only passed the University Entrance examination are required to undergo a longer course than those whose general education is more advanced, with the object of improving their imperfect knowledge of school subjects, as well as of training them in the methods of teaching. This is a point which is apt to be overlooked, particularly by those who are keenly enthusiastic about the special training which is the prime object of this institution. Students who are only just not rejected at the Entrance examination of the University are often too weak in English or in Mathematics to be qualified to teach them in schools without devoting time to the matter of those subjects as well as to the manner of teaching them. The question is not simply *how* to teach, but *what* to teach. The special work of the college has been well done, as usual, under Mr. Kempster's experienced and capable guidance; but more attention must be paid to the subjects taught, particularly the two which I have mentioned above.

Two things are necessary. In the first place the district school, which serves as a model school where students under training obtain their practical experience in teaching secondary classes, should be placed directly under the Principal of the college. In the second place the junior model school, where the students practise teaching of primary classes, should have the full complement of classes, instead of only two classes as at present.

(b) *For Secondary and Primary School Teachers, Vernacular.*

Normal Schools for Masters.

60. A fifth normal school was opened at Gorakhpur on the 1st July 1904, in excellent premises and with a good staff. The number of students under training in all the normal schools during the year rose from 475 to 536. The work of the schools was satisfactory and the discipline was good, the only unfavourable note being that at Moradabad there is an evil habit of sending up anonymous petitions. The number qualifying for certificates is steadily increasing, and including 30 private candidates, amounted to 231 at the last examination. There are two questions that need consideration, firstly, whether private untrained candidates should any longer be admitted to the examination now that the facilities for training are being so widely extended; and, secondly, whether candidates who fail to qualify for the ordinary certificate may not yet be given lower primary certificates—if they are so worthless as to be unfit for this, their incapacity should be discoverable early during their course of training, and they should not be kept at the normal school for the complete course.

Vide General Tables III and VI.

The total cost of maintenance of the five schools was Rs. 69,686.

Vide General Table IV.

At Agra additions and alterations to the buildings have been made, and accommodation for 40 extra students has been provided. Similar extensions have been undertaken at Lucknow and Moradabad.

It has been decided to build five more normal schools, which will give one school to each division, with an extra one for the Bundelkhand section of the Allahabad division. The new schools will, therefore, be at Meerut, Fyzabad, Benares, Jhánsi and Almora. As a supplement to these institutions training classes of a lower grade, with a course of one year instead of two, are being opened in each district for the teachers of lower primary schools and for candidates for employment in that capacity. Moreover, rules have been issued for convening primary school teachers in periodical meetings at centres near to their schools in order to acquaint them with the rudimentary principles of teaching, and to enlarge their intellectual interests in other ways, (*vide* paragraph 54).

(3) Training Institutions for Mistresses for Native Schools.

Normal Schools for Women.

61. *Government Normal School, Lucknow.*—The number of scholars under training is 21, of whom 15 are distributed in the three training classes, and the other six have been kept under observation as teachers after having passed the examination the year before. For want of room many applications for admission had either to be refused or to be kept pending till the school could be moved into its newly erected buildings. The committee appointed during the year to advise the Government with regard to the best way of promoting female education reported that they had every reason to feel encouraged by the result of the experiment made in opening this school, and to find in it the justification for the belief that the system is capable of development. They recommended that more normal schools should be opened.

Vide General Table III.

The second Certificate examination was held in May 1905. Of the six pupils in the class, one was prevented by illness from attending; the other five passed an excellent examination and obtained certificates. They are all Musalmans; and they should be available at once as teachers. Miss Leetch, who has charge of the training class at Sigra, conducted the practical examination, and her evidence, as that of an external examiner, is valuable; she writes:—

"Having had some opportunity of knowing the educational results generally obtained after considerable effort among *zanana* women, I am much surprised and gratified at the state of efficiency to which the Training Class has been brought, and I consider the results reflect great credit on those who have had the management and working of it."

Sigra Female normal school, Benares, is managed by the Church Missionary Society and trains native Christian girls. The mistress in charge is a fully qualified trained teacher holding a first class diploma. An additional special grant by Government has enabled the institution to award stipends to students, and it is hoped that this will attract girls to the institution and keep them until they complete their course. In the teachers' examination, eight pupils were present of whom four qualified for certificates.

Isabella Thoburn College, Lucknow, continues to train teachers, but no report of the work done has reached me.

CHAPTER VIII.

TECHNICAL EDUCATION.

SECTION A.—*Industrial School, Lucknow.*

62. The rapid rise in the number of boys reported last year owing to the reintroduction of elementary general education has been maintained, and the school is once more gaining popularity. On the 31st March last there were as many as 161 students receiving instruction, as compared with 94 and 18 on the same date of the two previous years respectively. The steady growth of the school under the present system shows that the people appreciate the benefits of a manual training when coupled with some general education; and if the school is allowed undisturbed work on the present lines it is hoped that the numbers will continue to rise, and that the school will take an important place in the educational system of these provinces. It is doing useful work in training the hand and the eye in the junior classes, and in imparting to young men before they leave the institution sufficient training in certain industries to give them a considerable advantage over those who have not enjoyed similar privileges. That there is a demand for some education of a technical character is proved by the fact that not one of the students who have been educated in this institution is at present out of employ, as far as is known to the school authorities. There is not much room for doubt that this school reaches a class of boys who, but for the special opportunities given here, would have gone without any education at all, and this fact alone would seem to justify its existence. The rise in the numbers would be still greater if there were a boarding-house in connexion with the school.

Vide General Table III.

Out of 161 boys there were 29 sons of artizans, against 14 in 1903-1904. Of the rest 13 were sons of traders and shopkeepers, 59 of clerks and mukhtárs, 6 of doctors and hakims, 16 of landowners and agriculturists, 12 of pensioners and wasika-holders and 23 of servants. There were 118 Muhammadans, 42 Hindus and 1 Christian.

The number of students, class-wise, was as follows:—special drawing classes, 6; ordinary classes, 47; preliminary classes, 108.

It is often objected that the chief attraction of the school in the eyes of the public consists in the fact that it trains drawing masters for district schools; but the small numbers in the special drawing classes negative the theory.

At the close of the year 131 boys were attending the courses of instruction in carpentry, joinery, wood turning and cabinet work, and 30 in the iron and steel forging and fitting and machine work courses; 53 were learning English and 158 Vernacular (Urdu or Hindi).

A core and mould drying stove was constructed during the year, the whole of the iron fittings and chimney for which were made by the boys in the iron forging and fitting courses. A complete set of nut facing and set pin finishing chucks were also made in the iron and steel turning and screw cutting courses.

As no student has yet reached the highest or final class since the revival of the school with the new curriculum, no one has qualified for a final certificate.

The success of the institution is largely due to the energy and ability with which it is conducted by Mr. P. H. Swinchatt, the Head Master.

SECTION B.—*Medical Education.*

63. *Medical School, Agra.*—The number of students on the rolls during the year ending 15th May 1905 was 297 as against 258 in 1903-1904, of these 225 were males and 72 females. The results of the final examinations were satisfactory. The percentage of successful candidates in the civil class was 86 this year against 69 last year, and in the military class 78 against 56. Of the 12 female candidates 9 were successful, and one, Kamini Dutt, headed the list, gaining the Viceroy's silver medal and the Lady Dufferin's prize of Rs. 20.

Owing to the increased demand for hospital assistants in these provinces the number of candidates to be admitted in the school has been raised from 50 to 75 from July 1905. The educational test for these candidates has also been altered from the middle class anglo-vernacular to the School Final or the Matriculation Examination of a University.

The hostel for students is nearly completed. It contains 84 rooms to accommodate 168 students. The foundations of an anatomical theatre have been commenced, and the construction of quarters for resident hospital assistants will shortly be taken in hand.

The staff of the school has been increased and strengthened by the appointment of an additional assistant surgeon, two additional whole-time demonstrators and three resident hospital assistants.

SECTION C.—*Agricultural School, Cawnpore.*

64. The post of Principal has been held throughout the year by Mr. B. V. Patwardhan. A revised scale of staff, giving more teachers and higher salaries, has been sanctioned, and will be introduced in the current year. The men selected as teachers of chemistry and botany have been working in technical laboratories for some months to qualify them for their posts. The development of the school into a college has been determined upon, and will shortly be carried into effect.

The course of studies has been revised during the year in order to give greater elasticity. It now consists of (*a*) a general course which all students must take, and (*b*) special courses, at least one of which must be taken. The special courses are, (1) kanúngo's work, (2) estate management, (3) farming, (4) horticulture, (5) work for the agricultural department; that is to say, as soon as the students have mastered the general principles of agricultural science, they will receive technical training in the branch which they choose as their life's work.

The working of the school was seriously disturbed by repeated outbreaks of plague in the neighbourhood; and eventually, on the advice of the Civil Surgeon, the school was closed in February, the mid-term examination being treated as the final test. There were thirty-six students in the second-year class (including special admissions) of whom twenty-nine were allowed to pass. The first-year class includes twenty-five students.

The much-needed extension of the boarding-house has been in progress during the year; the project for building laboratories was necessarily deferred until the question of establishing an agricultural college in place of a school was settled.

SECTION D.—*Night Schools.*

65. There is a well-managed railway night school at Lucknow in which the European and Eurasian apprentices of the Oudh and Rohilkhand Railway carry on their studies. The number on the rolls is 41. The hours are from 6 to 8 in the evening, and it is reported to me that some of the boys who live at a distance complain that they find it difficult, if not impossible, to get food between the closing of the works at 4 P.M. and the hour at which the night school begins. They and indeed all the boys say that they would gladly come in the morning, even if they received no pay for their two hours' absence from the works. The Inspector of European schools considers that if such an arrangement could be made, the boys would be able to study to better advantage than they can under existing circumstances. It would appear better for the Company to build a hostel for the apprentices, with a common room in which the night school could be held.

The so-called Commercial Night School in Cawnpore is under the management of a committee of prominent native officials, Municipal Commissioners, and *raises* of the town, but it is not a satisfactory institution. It has an enrolment of 52 scholars, and charges fees ranging from 4 annas to Rs. 5. Few only of the scholars have regular day employment, such as would make it necessary to have a night school for them.

CHAPTER IX.

Female Education.

66. The number of institutions for the education of girls has gone on increasing, having risen from 800 to 833 ; of these 588 are under public management. The number of scholars has, however, declined from 26,048 to 25,812 ; the fall occurs in the Agra and Benares divisions, where it may certainly be traced to the severity of the visitation of the plague in those areas. Of the total number of girls under instruction 46 were studying in Arts colleges, 3,304 in secondary and 18,309 in primary schools, 44 in training schools and 72 in other schools of a special nature. Besides these there were 85 girls reading in advanced and 3,952 in elementary private schools. Of girls, as of boys, only an insignificant fraction of the pupils emerge from the lower primary stage. *Vide* General Table I.

67. The total direct expenditure on female education, including colleges, was Rs. 4,40,519 in comparison with Rs. 4,37,366 in the preceding year. The sum devoted to primary education was Rs. 1,37,301. *Vide* General Table II.

68. In Dehra Dún more than 6 per cent. of the girls of school age are at school, in fact female education there is almost as general as that of boys in Mainpuri. Unao and Ballia, the latter with only 8 girl scholars out of nearly a million inhabitants, stand at the bottom of the list. Marked progress has been made in Moradabad and other districts in the first circle, as also in Lucknow. The people are beginning to desire education for their girls and to ask for schools for them in many parts of the province. The Collectors of Bareilly and Bara Banki report that public opinion is undergoing a great change, the prejudice against educating girls is giving way and parents wish to have their daughters taught. The hillmen of the Kumaun division would be glad to have their girls as well as their boys taught, if they had the facilities. At least ten more good schools could be opened in Almora if there were funds for them. In Bánda two donations of Rs. 100 each and other smaller donations and subscriptions were received for girls' schools, all absolutely spontaneous. The interest of prominent residents of the Bijnor district was manifested in a similar way. Mr. Winter, Collector of Moradabad, raised funds to open a school, which will, it is hoped, be in full working order this year under a Hindu lady of superior attainments as headmistress. At Pilibhít the Collector, Mr. Hussanally, opened a new school for parda-nashin girls in order to enlist the co-operation of the higher classes in the cause of female education ; a parda-nashin lady was put in charge and she has made a beginning with 26 pupils ; the Collector thinks that a great future lies before this school if it continues to receive the attention and encouragement that are needed at the initial stage. In the rural tracts of Jalaun it is the Thakurs who are most eager to give their girls some education, but in the towns the Thakurs are few in number and Brahman girls preponderate.

Three more departmental schools, generally called model schools, have been opened, *viz.*, at Gonda, Gházipur and Chunar. Similar schools are desired at Benares and Almora. The Bahraich school is very flourishing, with a roll of 97 girls, and further expansion is impossible with the present accommodation and teaching staff.

The Kannya Pathshala, Dehra Dún, under the management of ladies and gentlemen of the station, continues to do good work. The number of pupils reported is 60, of whom 17 are Brahmans, 16 Kayasths and 13 Kshatriyas. There is a boarding-house, but it is not large enough to accommodate all applicants for admission. The 16 boarders are divided into two sections, class A paying Rs. 12 per mensem, and class B Rs. 6 ; some of them come from distant places like Secundrabad, Hardoi, Muzaffarnagar, Jaipur, Najibabad and Ajmer. The municipal grant has been increased from Rs. 50 to Rs. 70 a month. Order, neatness and cheerfulness are the prominent features of the school ; instruction is given in all needful branches ; and physical drill is not neglected. The fee rates charged are higher than those prescribed for Government English schools for boys. Muhammadan girls will be taken when a sufficient number present themselves to require a separate teacher.

69. The number of girls reading in boys' schools is returned as 3,146 against 3,138 in the preceding year. In Agra the majority of girl pupils receive their education in the ordinary village schools, at practically no cost to the district ; and a *Vide* General Table III.

large proportion in Bijnor, Farrukhabad, Pilibhít, Etáwah and Bánda. In Bahraich two-thirds of the girls taught with boys are reading in private indigenous schools, which shows that the people there are willing to adopt mixed education for young children when left to themselves; so in Jalaun there is an aided school attended by 12 boys and 12 girls. In Farrukhabad it is found that separate schools for girls make little progress and can secure only a small attendance, while there are a few girls in nearly every village school. In districts like this, where the new movement is making a small but widely diffused beginning, and there are as yet only a few girls in a village wanting education, it is not feasible to provide them with separate school accommodation, and it seems highly desirable to remove existing restrictions to admitting them to the village school.

70. The lack of teachers is universally felt as a hindrance to progress. Male teachers have to be employed sometimes where women cannot be found with the requisite qualifications; for instance three out of the five teachers in Jaunpur are men. The desired extension of normal schools has been mentioned in a previous chapter. In Bareilly and in Bara Banki it has been resolved to keep up a succession of pupils year after year to the Lucknow normal school, in order to create a supply of trained teachers for the benefit of the district. It is found in Benares that the female relatives of boys' school teachers do well when placed in charge of girls' schools.

71. Eight women passed the B.A. examination, 6 from the Isabella Thoburn College and two from the Girls' High School, Allahabad. Ten women passed the Intermediate examination, four from the Isabella Thoburn College, two from Woodstock College, Mussoorie, two from Meerut College, one from Ramsay College, Almora, and one from the European Girls' High School, Allahabad. The quality of the work done in the schools appears from the examination results to be very satisfactory in the high school standard, extremely backward in the vernacular middle and good in the middle English and upper primary vernacular standards. In illustration of this statement it may be mentioned that those schools which sent up candidates for the Entrance examination were, on the whole, very successful. From the Isabella Thoburn College, Lucknow, 7 candidates appeared for this examination and all of them passed, 4 in the first division and 3 in the second. The Dehra Dún Girls' High School presented 5 candidates of whom 3 passed, 1 in the first division and 2 in the second. Both the candidates from the Queen Victoria Girls' High School, Agra, passed in the second division, and the one girl who went up from the Mary Wanamaker's High School, Allahabad, was also successful.

Vide General Table VI.

In striking contrast with this result was the fate of the female candidates for the Vernacular Final examination, for of the 5 girls who appeared not one succeeded in passing. The secondary education of girls is mainly English.

In the upper primary examination there were 204 girl candidates of whom 149 passed. In the Middle English examination 58 girls passed out of 75; no less than 56 of these were native Christians; of the other two, one was a Brahman and one a Muhammadan. It may also be remarked with regard to the girls who passed the upper primary examination that 128 were native Christians, 7 non-Brahman Hindus and 14 Muhammadans. But for Indian Christians there would be little indeed to show by way of results.

72. A Committee of Indian gentlemen was appointed last year to investigate the difficult problem, how to popularise female education in the United Provinces, but the report of this committee and the action that Government may take on it are matters that belong to the year succeeding the one under review.

CHAPTER X.

EDUCATION OF SPECIAL CLASSES.

SECTION A.—*Europeans and Eurasians.*

73. The Philander Smith Institute, Mussoorie, and the Oak Openings School, Naini Tál, have been amalgamated, and they now form the Philander Smith College at Naini Tál. A new school, St. Agnes' Day School, has been opened in Lucknow in connexion with the Loreto Convent. The Station School, Fatehgarh, which no longer earns a grant, finds no place in the returns ; although these should include all schools, whether aided or unaided, so far as they are known to the Inspector. As it is there appears to be one school less than last year, while the number is in reality unchanged. The Railway School, Gorakhpur, has developed into a secondary school. In other respects the classification of the schools remains as last year. The enrolment in aided and in unaided schools has fallen from 4,250 to 4,085 ; this is apart from college departments (with 64 men and 22 women), a training class (with 11 students), and a Railway night school with 41 pupils.

Vide General Table III for Europeans.

74. The grants given to the schools again show an increase. Ordinary grants absorbed Rs. 1,19,071 as against Rs. 1,12,929 last year. Building and extraordinary grants aggregated Rs. 87,915, and were for the most part met out of a special allotment. Including the cadet grants, the usual grant to the training class at All Saints' School, Naini Tál, items sanctioned under article 33 *(d)* (2) of the Code of Regulations for European Schools, scholarships and cost of examinations, the grand total of expenditure by Government came to Rs. 2,22,355.

Vide General Table IV for Europeans.

75. *European Schools Examinations.*—The number of candidates for the high and middle examinations was distinctly less than in the previous year The results testify to the excellence of the Roman Catholic schools, particularly those for boys, and this superiority in the education provided is itself, quite apart from differences in fee-rates, enough to account for the popularity of these schools. More than half of the candidates were from Roman Catholic schools. Thirteen out of the sixteen places in the first division went to them, the remaining three going to the East Indian Railway Oak Grove School ; all the places in the first division at the middle examination were held by scholars of St. Joseph's College, Naini Tál. All the scholarships for boys at these two examinations, and three out of the four given at the primary examination were carried off by Roman Catholic schools. This is high testimony to the good and thorough work done in these institutions. They have certain obvious advantages over other schools in commanding efficient teachers without having to pay them large salaries, and they turn these advantages to good account for the benefit of the community whom they serve. *Palmam qui meruit ferat.* Of the girls' schools, Petersfield, Naini Tál, and the Girls' High School, Allahabad, won high scholarships ; Petersfield and All Saints', Naini Tál, and the Martinière girls' school secured the middle scholarships ; and All Saints,' Wellesley, and Oak Openings shared the primary scholarships. The last named is a boys' school, but one or two girls attend classes there.

I would also make mention here of the Roorkee Entrance examinations, and to the continued and remarkable success of the candidates from the Lucknow Martinière. At the Upper Subordinate (Civil English) this school took the six highest places on the list, winning all the six Government scholarships. For the Engineer class 46 candidates passed in, 25 natives and 21 Europeans. Of the 21 Europeans, no less than 16 were from the Lucknow Martinière.

76. Seven teachers of the Girls' High School, Allahabad, were examined for Proficiency certificates in November in the practical side of their work, and the results were entirely satisfactory, showing that the training given to teachers in this school is thorough and efficient. The managers would be glad to undertake a regular training class on conditions similar to those obtaining in the case of the All Saints' school, Naini Tál. Proficiency certificates were also granted during the year to four teachers in the All Saints' School, and to one of the teachers in the Caineville School, Mussoorie.

SECTION B.—*Hindus and Muhammadans.*

77. Hindu scholars have not quite kept up their numbers during the year, the returns disclosing a slight loss of 1,339 leaving the figures at 395,592. This is the first decline that has been recorded for seven years in the school roll of Hindus. The decrease occurs entirely in private institutions, the returns from which cannot be accepted as reliable, owing to the difficulty of getting at the

truth regarding them. In other schools and in colleges there is an increase of 2,727. In any case the serious and widespread ravages of plague during the year have checked growth, even if they have not reduced the enrolment of Hindu scholars.

The Muhammadan community returns a total of 94,031, and claims a gain anyway, though it only amounts to 282 scholars. In this case also there is a considerable falling off in private institutions, though it is more than made good in other schools and colleges. I noted last year a large falling off in the number of Muhammadans attending primary schools for boys; it is most cheering now to be able to report an increase of 2,148 such scholars.

The proportion of Muhammadans to the total Indian population of the province is 14 per cent. To the college enrolment Muhammadans contribute 19 per cent.; of the general school population excluding private institutions they constitute 15 per cent., while in private institutions they count 45 per cent. of the scholars, owing to the large number of Qoran schools; altogether they form 19 per cent. of the native population returned as actually under instruction.

The percentage of Muhammadans undergoing education to those of school age is 9·3; for Hindus the corresponding percentage is 6·5. Hence the Muhammadan community appears to be more widely under educational influences than the Hindus of the province. The census returns of 1901 disclosed the fact that English education and also female education, including that given in the zanana, were more general among Muhammadans than among Hindus.

SECTION C.—*Colvin Taluqdárs' School, Lucknow.*

78. This school continues to expand, the number of scholars at the end of the year being 49; and, though four new rooms have been added and four more are approaching completion, the applications for admission still exceed the accommodation available. The finances are reported to be in a flourishing condition. There is an annual surplus which is expended in extending the buildings. Rája Tasadduq Rasul Khan, C.S.I. of Jahangirabad has also presented the school with Rs. 3,000 to meet the cost of erecting a set of quarters.

Of the two boys presented for the last Entrance examination, one succeeded in passing. The boys did well in the "religious examination" conducted by an independent board of examiners.

All the boys of this school take an active part in outdoor sports, and the riding class is one of the most successful features of the institution.

The 23rd December is observed as the "Old Boys' Day." This enables former pupils to keep in touch with their *alma mater*.

The health of the boys during the past year is reported to have been excellent.

SECTION D.—*Reformatory School, Chunár.*

79. The marked improvement observed in this school last year has been sustained. All the classes did better in the annual examination, except class I, and the falling off in this class was not serious. Religious instruction has received due attention. The conduct of the boys, on the whole, too, has been good.

Since the removal of the institution from Bareilly to Chunar, the lack of accommodation for the staff has been severely felt. This difficulty will soon, however, be removed by the addition of quarters sufficient for all.

It was proposed by the Superintendent that the repairs to the buildings should be executed by the boys under the supervision of the Assistant Superintendent. The idea was excellent, in that it would have been the means of introducing instruction in another trade into the school, but the archæological interest attaching to the Chunar Fort made it undesirable to sanction the proposal.

The pumping engine has now been placed under the charge of the Assistant Superintendent, who is himself a trained engineer, and it is hoped that the trouble and inconvenience caused by the frequent breaking-down of the engine will not recur in future.

It is a matter for regret that one of the boys managed to make his escape during the year and was not re-arrested.

Credit is due to the Superintendent for the improvements he has effected in industrial training. By keeping in touch with other reformatories, he has been able to introduce fresh trades and more up-to-date methods. To further the same object Government has been asked to allow the Assistant Superintendent to visit the reformatories at Alipur, Jubbulpore and Chingleput, and also the school of Arts, Madras.

There has been a decrease in the profits of the factories, but this has been chiefly due to more time having been spent in imparting to the boys a better industrial training, and is not, therefore, to be regretted.

The total expenditure rose from Rs. 21,787 to Rs. 25,816. The cause of the increase was an addition to the staff, release of more boys and the purchase of a larger quantity of tools and plant.

Of the 156 boys released during the past 3 years, only 11 have been reconvicted; 33 have been lost sight of; 88 are reported to be doing satisfactorily, and 27 are pursuing the trades taught them at the school. None, except those reconvicted, are reported to be of bad character.

CHAPTER XI.

Private Institutions.

80. The falling off that occurred in the number of these institutions last year is again observable, but in a much more marked degree. The number of schools has been returned at 4,793. This represents a decrease of 663. The total enrolment of scholars has dropped from 74,018 to 68,342. The frequently ephemeral nature of such institutions must make them peculiarly sensitive to the influence of epidemics and other widespread disturbances, and this may go far to account for the fluctuation. The decline is common to nearly all classes of private schools, except those in which Arabic and Persian are taught. These have increased by 15 and have had 163 more pupils on their rolls. It should be noted, however, that, though the number of private Sanskrit institutions was fewer by 8, there were 1,467 more scholars in them than last year. The greatest decrease has taken place in elementary institutions in which the vernacular only is taught. They have gone down from 3,048 to 2,460, and show a loss of 6,918 in the enrolment. *Vide* General Table III.

Private schools intended for females seem to be fairly popular. Mr. Jennings remarks: "It is clear that, whatever may be the case in public schools, female education is making genuine advance in private institutions. This is especially the case among Muhammadans. The total enrolment of Muhammadan girls in private elementary schools teaching the Qoran, or the vernacular only, in the diminished circle is 857 as against 754 last year; that for Hindu girls is 792 as against 609 last year."

The work done at the Arabic schools at Deoband and Bareilly and the Sanskrit schools at Pilibhít and Thakurdwára is again reported to be worthy of special mention.

CHAPTER XII.

Physical and Moral Training.

81. Owing to the general prevalence of plague throughout the province, it was not found possible this year to hold inter-school Tournaments in any but the third and fifth circles. In the former circle, the tournament took place at Sháhjahánpur under the superintendence of Mr. R. N. Dey, the Headmaster of the District School. In consequence of the redistribution of districts amongst the circles, competitors from the Government High School, Sháhjahánpur, were allowed to appear at this tournament for the first time. They fully maintained the reputation they had held for athletics in the old fourth circle, for they succeeded in carrying off the challenge cup for cricket and the first prize for tug-of-war. They were also the runners-up in the competition for the Football Challenge Shield. This was won by the Jubilee High School, Lucknow, which had lost it last year to the Fyzabad District School, after having retained it for several years in succession. The prizes were distributed to the successful competitors by Mr. Orange, Director General of Education.

The tournament in the fifth circle was held at Gonda under the superintendence of Mr. F. G. Housden, the Inspector of the circle. The choice of this place would seem to have been rather unfortunate, as the long railway journey prevented the Benares schools from taking part in the events and hence, owing to the absence of these schools, several of which excel in athletics, the tournament can hardly be said to have been a representative one. The Balrámpur School carried off the first prizes for cricket, football and tug-of-war, and the District School, Jaunpur, did best in gymnastics.

These annual inter-school tournaments have proved of great value in stimulating and fostering a love of manly exercises in anglo-vernacular schools. Unfortunately, the competitions, especially in cricket, are generally of a more or less one-sided nature, the bigger schools carrying away the lion's share of the prizes, and the competitors from the smaller institutions having to return home, year after year, crestfallen and empty-handed. This is naturally in part due to the fact that the smaller schools have a much more limited field of selection, but such is not altogether the case. The cause is rather to be found in the very meagre funds small schools have at their disposal. Cricket in this country is an expensive game, as the hard ground is most destructive to bats. It is therefore only the large schools, which, having sufficient funds at command, can afford to purchase the materials necessary for assiduous and regular practice. It is to be regretted that lack of money should stand in the way of a game that Indian boys love so much and take to so readily. I consider that it is of the greatest importance to foster cricket in our schools, but to do so properly it will be necessary to supplement the recreation funds by substantial grants. Money devoted to such an object would be well spent.

Tournaments confined to competitors from vernacular schools have not yet become as general as they deserve to be. Only two were, I believe, held this year, one at Azamgarh under the superintendence of Mr. Pearson, the Collector of the district, and the other at Aligarh. It is highly desirable that there should be annual contests of this sort in every district in order that physical education in vernacular schools may receive due encouragement.

Though it is acknowledged that many of the physical exercises known as desi kasrat are excellent in their way, it is a common subject of complaint that these exercises, as a whole, are not suited to our schools. To perform them properly, the boys have to dress in the scantiest of clothing, to appear in fact in a garb in which town-bred boys at least are unwilling to expose themselves to the public gaze. Some of the exercises are beyond the capacity of any but the select few, others are positively injurious to the weaker boys, when a class composed of pupils of unequal physique is compelled to go through them simultaneously. I reported favourably on desi kasrat last year, but I am compelled to admit that, as the result of careful enquiries made by the Inspectors in their last winter tours, I have come to the conclusion that these exercises, as they stand, are hardly suitable for general adoption in our schools. It will be necessary to modify them to a great extent, or to introduce other exercises which will not prove such a severe tax on the strength of the average school boy.

The system of employing itinerant gymnastic instructors is by degrees being more widely introduced into the districts of these provinces. In the first circle there are now 10 of these travelling instructors, and 6 are employed in the second circle. Their business is to visit the villages in turn and remove the defects that are generally found amongst untrained teachers in the method of teaching drill, gymnastics and other physical exercises. In the second circle, there is a peripatetic cricket coach who goes the round of the anglo-vernacular schools and gives the boys lessons in bowling and batting. The plan, due to Mr. Welby's initiative, is an excellent one. I should like to see it adopted in the other circles also.

82. I have nothing new to report with regard to moral training. For the most part this is indirect and a by-product of the teachers' influence, of the mental discipline of school work, and of the association together of boys eager in the pursuit of knowledge or strenuous to excel in games. In the words recently uttered by Lord Curzon at Simla "Education is nothing unless it is a moral force. There is morality in secular text-books, as well as in sacred texts, in the histories and sayings of great men, in the example of teachers, in the contact between teachers and pupils, in the discipline of the class room, in the emulation of school life. These are the substitutes in our Indian educational system for the oracles of prophets or the teaching of divines. To them we look to make India and its people better and purer. If we thought that our Education were not raising the moral level, we should none of us bestir ourselves so greatly about it. It is because it is the first and most powerful instrument of moral elevation in India that it must for ever remain a primary care of the State."

CHAPTER XIII.

The preparation and Distribution of Text-books.

83. The Provincial Text-book Committee's work shows signs of constant expansion in the number of publications examined. These have now risen to 350 of all kinds within the year. An important question affecting the steps to be taken to introduce the new method of teaching geometry, in supersession of Euclids' time-honoured Elements, was brought forward, but it was thought best to postpone it until the syllabus for the Matriculation course in this subject is issued. This may appear the wrong way of putting things; but the University and the schools meet at this point, and neither can proceed in absolute independence of the other. The fact that the University frames the courses for the higher examinations must of itself affect the curriculum to be prescribed by the department for high schools, where the first stage is taken on the way to the final goal of a University degree.

Much thought has been given during the year to the preparation of better vernacular readers for primary schools, in pursuance of a recommendation of the Simla Conference of Directors held in 1901. The books in use are too literary for elementary classes. The language in which they are written is found to be somewhat rhetorical and flowery, and the subjects of the lessons are often remote from the life of a village child. It is reasonable, however, to begin with lessons on the common objects of home and field, and to employ the easiest and simplest language possible. Two sets of readers were prepared to meet these requirements, but on examination by a specially appointed committee they were pronounced to be too difficult for the purpose in view, and a general competition was invited, nine rewards of Rs. 500 each being offered for the most acceptable books sent in. The books required were—

(1) A lower primary reader for classes I and II.
(2) An upper primary general reader for classes III and IV.
(3) An upper primary science reader for classes III and IV, with a sequel for classes V and VI.

Government appointed a committee under the presidency of the Hon'ble Mr. R. G. Hardy, C.S.I., to report on the merits of the books received. As a lower primary reader, that of the Indian Press was adjudged to be the best; but it was declared to contain too large a proportion of purely instructive lessons, and to need the admixture of story and fable to commend it to the taste of children; the addition suggested would meet another objection raised against the book, *v z.*, that it was too short for a two years' course: the vernacular rendering was also found to be at fault. Of the upper primary general readers none received the full approval of

the committee; but among science readers the palm was awarded to those submitted by the Indian Press, which were recommended for adoption, if properly rendered into the vernacular, the committee having had only the English version before them. Hence the Indian Press has been requested to complete its lower primary reader in the manner indicated by the committee, and to revise the vernacular rendering. As regards the upper primary general reader it has been decided to retain the present text-books until something better is offered, subject, however, to abridgement if the new science readers are ready for the same classes before a more suitable general reader is discovered. The science readers of the Indian Press will be accepted, if they are translated satisfactorily into the vernacular. A special language committee has been appointed by Government to examine carefully and, if the occasion so demands, to revise the vernacular versions of all books, new or old, intended for use in primary schools. There at present the matter rests.

84. Official book depôts for the supply of schoolbooks to schools in the various districts are being gradually replaced by private book-sellers, who agree to keep stocks of the prescribed or approved text-books to meet the demand. In the Moradabad Circle no depôts are now left in existence, the two last having been abolished during the year; and the necessary books are now supplied without any trouble. In the Agra Circle the Farrukhabad depôt is the only one left. In the Lucknow Circle the abolition of all the remaining book depôts has been determined upon, with the exception of the one at Kheri, a backward district, which is out of the reach of private enterprise at present. The Basti depôt in the Benares Circle has also been closed, and satisfactory arrangements have been made there with local book-sellers. With the spread of education and of well managed trading concerns, it will soon be possible to rely everywhere on private enterprise rather than on official devices for supplying the regular wants of the school population in the districts.

ALLAHABAD:
The 23rd October 1905.

T. C. LEWIS, M.A.,
Director of Public Instruction,
United Provinces of Agra & Oudh.

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GENERAL TABLE I.

Abstract return of Colleges, Schools and Scholars in the United Provinces of Agra and Oudh, at the end of the official year 1904-1905.

(For Details see General Table III.)

Area and population.			Institutions and scholars.	Public Institutions.							Private institutions.		Grand Total.	Percentage of
				Collegiate Education.		School Education, General.		School Education, Special.		Total of Public Institutions.				
Total area in square miles.	Number of towns and villages.	Population.		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.		Advanced.	Elementary.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
107,164	Towns ... 455 Villages 105,073 **Total, 105,528**	Males ... 24,616,942 Females 23,074,840 **Total, 47,691,782**	Institutions. For Males.	25	10	506	8,219	5	65	8,830	904	3,644	13,378	Institutions to number of towns and villages. 12 68
			Institutions. For Females.	6	...	42	536	3		588	...	245	833	.79
			Total ...	31	10	548	8,755	8	66	9,418	904	3,889	14,211	13·47
			Scholars. Males ...	2,468	936	71,274	3,33,985	536	3,073	4,12,272	14,502	49,803	4,76,577	Male scholars to male population of School-going age. 12 91
			Scholars. Females...	46	...	3,304	18,309	44	72	21,775	85	3,952	25,812	Female scholars to female population of school-going age. .75
			Total ...	2,514	936	74,578	3,52,294	580	3,145	4,34,047	14,587	53,755	5,02,389	7·02

GENERAL TABLE II.

Abstract Return of Expenditure on Public Instruction in the United Provinces for the official year 1904-1905.

(For Details see General Table IV.)

	Total Direct Expenditure on Public Instruction,							Total Indirect Expenditure on Public Instruction.								Total Expenditure on Public Instruction.
	Collegiate Education.		School Education, General.		School Education, Special.		Total.	University.	Direction.	Inspection.	Scholarship.	Building.	Special grants for furniture and apparatus.	Miscellaneous.	Total.	
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.										
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Institutions { For males	4,52,142	2,45,153	13,95,616	10,87,216	69,686	1,24,178	33,73,991	53,359	66,166	3,57,292	1,03,257	7,73,425	63,963	4,98,351	19,15,813	57,30,323
For females	12,960	...	2,74,726	1,37,301	15,532	...	4,40,519									
Total ...	4,65,102	2,45,153	16,70,342	12,24,517	85,218	1,24,178	38,14,510	53,359	66,166	3,57,292	1,03,257	7,73,425	63,963	4,98,351	19,15,813	57,30,323
2. (*a*)—Percentages of Provincial expenditure included in columns 2—17 to total Provincial expenditure on Public Instruction	14·9	16·8	13·9	1·7	·2	5·2	52·7	...	5·1	12·4	2·1	22·7	1·9	3·1	47·3	100·0
(*b*)—Percentages of Local Fund expenditure included in columns 2—17 to total Local Fund expenditure on Public Instruction ...	·0	...	20·9	46·5	3·9	1·1	72·4	...	...	9·8	1·4	14·1	·2	2·1	27·6	100·0
(*c*)—Percentages of Municipal expenditure included in columns 2—17 to total Municipal expenditure on Public Instruction ...	4·2	...	39·0	46·5	...	·3	90·0	...	...	·1	2·0	6·6	·6	·7	10·0	100·0
(*d*)—Percentages of total expenditure in columns 2—17 to total expenditure on Public Instruction	8·1	4·3	29·1	21·4	1·5	2·2	66·6	·9	1·2	6·2	1·8	13·5	1·1	8·7	33·4	100·0

GENERAL TABLE II.

Abstract Return of Expenditure on Public Instruction in the United Provinces for the official year 1904-1905—(concluded).

(For Details see General Table IV.)

	Total Direct Expenditure on Public Instruction—*(concluded)*.						
	Collegiate Education.		School Education, General.		School Education, Special.		Total.
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	
1	2	3	4	5	6	7	8
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
3. Average annual cost of educating each pupil in—							
Government Institutions. Cost to Provincial Revenues.	178 5 11	365 8 4	4 9 6	3 9 8	...	27 2 8	31 13 9
Government Institutions. Cost to Local and Municipal Funds.	...	...	20 13 9	4 3 3	138 10 11	7 1 1	18 6 1
Total Cost ...	**217 3 1**	**382 13 9**	**43 10 9**	**10 8 4**	**139 3 11**	**39 3 6**	**63 15 0**
Local Fund Schools. Cost to Provincial Revenues.	...	...	...	...	...	...	...
Local Fund Schools. Cost to Local Funds	...	...	4 5 5	3 4 7	...	9 2 4	3 7 1
Total Cost ...	...	...	**6 8 10**	**3 9 4**	...	**19 1 5**	**4 0 4**
Municipal Schools. Cost to Provincial Revenues.	...	...	0 1 0	...	...	...	0 0 2
Municipal Schools. Cost to Municipal Funds.	...	...	8 2 2	4 6 4	...	41 3 7	5 2 11
Total Cost ...	...	...	**17 0 0**	**4 13 1**	...	**41 3 7**	**7 5 0**
Institutions in Native States. Cost to Native State Revenues.	...	...	27 14 10	...	...	...	25 14 6
Institutions in Native States. Cost to Local and Municipal Funds.	...	...	...	...	...	...	...
Total Cost ...	...	...	**27 14 10**	**4 4 7**	...	...	**26 3 5**
Aided Institutions. Cost to Provincial Revenues.	60 9 11	...	7 8 1	0 2 4	382 8 0	4 13 4	2 0 6
Aided Institutions. Cost to Local and Municipal Funds.	6 10 12	...	5 15 1	1 13 11	...	8 2 1	2 10 3
Total Cost ...	**205 3 9**	**49 11 10**	**42 12 0**	**3 1 6**	**382 8 0**	**36 0 2**	**12 0 11**
Unaided Institutions—Total Cost.	**143 0 11**	**42 2 1**	**47 6 2**	**6 4 6**	**313 10 8**	**94 9 9**	**36 2 3**
All Institutions. Cost to Provincial Revenues.	80 13 7	230 3 8	2 7 4	0 1 0	5 4 0	22 3 1	1 10 0
All Institutions. Cost to Local and Municipal Funds.	2 14 4	...	6 8 0	2 11 10	133 14 9	7 0 11	3 12 0
Total Cost ...	**192 10 8**	**257 12 6**	**22 9 1**	**3 9 2**	**146 2 9**	**40 11 3**	**9 0 0**

GENERAL

Return of Colleges, Schools and Scholars in the

Class of institutions.	Public Under Public Manage							
	Managed by Government.				Managed by District or Municipal Boards.			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
Arts Colleges.								
COLLEGIATE EDUCATION. English	2	325	307	259	...	...	...	...
Oriental	2	480	432	360	...	...	...	...
Colleges or Departments of Colleges for Professional Training.								
Law	1	156	152	107	...	...	...	...
Medicine	...	...	...	...	...	...	...	...
Engineering	1	397	388	384	...	...	...	...
Teaching	1	59	59	57	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...
Total ...	**7**	**1,417**	**1,338**	**1,167**	**...**	**...**	**...**	**...**
Secondary Schools.								
SCHOOL EDUCATION, GENERAL. For Boys. High Schools ...	36	6,544	6,487	5,428	1	338	306	269
For Boys. Middle Schools. English...	6	595	569	420	13	1,113	1,145	899
For Boys. Middle Schools. Vernacular	5	580	625	465	300	41,327	41,096	30,587
For Girls. High Schools ...	...	...	...	...	...	...	...	...
For Girls. Middle Schools. English...	...	...	...	...	...	...	...	...
For Girls. Middle Schools. Vernacular	...	...	...	...	...	...	...	...
Total ...	**47**	**7,719**	**7,681**	**6,313**	**314**	**42,778**	**42,547**	**31,755**
Primary Schools.								
For Boys	21	1,181	1,131	914	5,289	2,43 953	2,38,663	1,77,324
For Girls	33	1,346	1,326	849	227	6,269	6,137	4,321
Total ...	**54**	**2,527**	**2,457**	**1,763**	**5,516**	**2,50,222**	**2,44,800**	**1,81,645**
Schools for Special Instruction.								
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters	5	536	542	507	...	...	...	...
Training Schools for Mistresses.	1	21	21	17	...	...	...	...
Schools of Art	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...
Medical Schools ...	2	297	284	280	...	...	...	...
Engineering and Surveying Schools.	...	...	...	...	...	...	...	...
Technical and Industrial Schools.	1	161	134	107	1	10	9	8
Commercial Schools ...	...	...	...	...	...	...	...	...
Agricultural Schools ...	1	61	61	55	...	...	...	...
Reformatory Schools ...	1	180	194	180	...	...	...	...
Other Schools	44	1,726	1,744	1,378	1	67	69	39
Total ...	**55**	**2,982**	**2,980**	**2,524**	**2**	**77**	**78**	**47**
Total of Colleges and Schools of Public Instruction.	**163**	**14,645**	**14,456**	**11,767**	**5,832**	**2,93,077**	**2,87,425**	**2,13,447**

TABLE III.

United Provinces for the official year 1904-1905.

Institutions.							
ment.				Under Private Management.			
Maintained by Native States.				Aided by Government or by District or Municipal Boards.			
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
10	11	12	13	14	15	16	17
...	...	...	...	8	945	934	758
...	...	...	...	3	113	111	88
...	...	...	...	2	116	130	82
...	...	...	..	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	**13**	**1,174**	**1,175**	**928**
1	358	359	242	53	10,882	10,733	9,013
...	...	...	...	42	4,600	4,431	3,572
...	...	...	...	13	1,322	1,233	971
...	...	...	...	18	1,638	1,715	1,453
...	...	...	...	18	1,485	1,380	1,262
...	...	...	...	1	51	50	38
1	**358**	**359**	**242**	**145**	**19,978**	**19,542**	**16,309**
1	22	28	16	2,760	86,366	83,207	65,683
...	...	...	...	259	8,722	8,262	6,483
1	**22**	**28**	**16**	**3,019**	**95,088**	**91,469**	**72,166**
...	...	...	...	...	...	...	...
...	...	...	...	1	11	8	8
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	4	351	243	240
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	8	171	182	148
...	...	...	...	**13**	**533**	**433**	**396**
2	**380**	**387**	**258**	**3,190**	**1,16,773**	**1,12,619**	**89,799**

GENERAL

Return of Colleges, Schools and Scholars in the

Class of institutions.	Public Institutions. Under Private Management. Unaided. Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand Total of public institutions.	Grand Total of scholars on the 31st of March.	Number of scholars on the 31st of March learning— English.	A classical language.	A vernacular language.
1	18	19	20	21	22	23	24	25	26
School Education, General. Collegiate Education.									
Arts Colleges.									
English	15	555	542	479	25	1,825	1,816	1,019	63
Oriental	1	96	88	72	6	689	48	651	38
Colleges or Departments of Colleges for Professional Training.									
Law	5	208	222	173	8	480	480	...	...
Medicine	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	1	397	397	...	...
Teaching	...	...	...	...	1	59	59	11	47
Agriculture	...	...	...	...	...	...	...	...	...
Total ...	**21**	**859**	**852**	**724**	**41**	**3,450**	**2,800**	**1,681**	**148**
Secondary Schools.									
For Boys. High Schools ...	15	2,029	2,026	1,635	106	20,151	17,232	7,579	17,431
For Boys. Middle Schools English ...	19	1,434	1,446	1,004	80	7,742	4,795	1,467	7,702
For Boys. Middle Schools Vernacular	2	44	45	23	320	43,273	...	...	43,273
For Girls. High Schools ...	3	100	243	202	21	1,738	1,709	417	1,003
For Girls. Middle Schools English ...	2	138	122	109	20	1,623	998	5	1
For Girls. Middle Schools Vernacular	...	...	...	...	1	51	...	...	51
Total ...	**41**	**3,745**	**3,882**	**2,973**	**548**	**74,578**	**24,734**	**9,468**	**69,461**
Primary Schools.									
For Boys	148	4,030	3,699	2,973	8,219	3,35,552	908	410	3,34,897
For Girls	17	405	431	333	536	16,742	481	103	16,383
Total	**165**	**4,435**	**4,130**	**3,306**	**8,755**	**3,52,294**	**1,389**	**513**	**3,51,280**
School Education, Special. *Schools for Special Instruction*									
Training Schools for Masters	...	...	...	...	5	536	...	...	1,072
Training Schools for Mistresses.	1	12	12	12	3	44	23	...	33
Schools of Art ...	...	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	2	297	...	...	297
Engineering and Surveying Schools.	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools.	2	86	78	72	8	608	53	...	590
Commercial Schools ...	...	...	...	...	...	...	...	...	...
Agricultural Schools ...	...	...	...	...	1	61	61	...	112
Reformatory Schools ...	...	...	...	...	1	180	...	...	180
Other Schools ...	1	35	53	51	54	1,999	146	99	1,754
Total ...	**4**	**133**	**143**	**135**	**74**	**3,725**	**283**	**99**	**4,058**
Total of Colleges and Schools of Public Instruction.	**231**	**9,172**	**9,007**	**7,138**	**9,418**	**4,34,047**	**29,206**	**11,761**	**4,24,927**
PRIVATE INSTITUTIONS. 1. *Advanced teaching*— (*a*) Arabic or Persian ...	575	8,408					3	8,289	116
(*b*) Sanskrit	329	6,179					...	6,121	58
(*c*) Any other oriental classic	...	...					...	...	...
2. Elementary, teaching a vernacular only or mainly. For Boys	2,346	34,094					464	1,506	32,129
2. Elementary, teaching a vernacular only or mainly. „ Girls	114	2,066					37	61	1,968
3. Elementary, teaching the Koran. For Boys	1,210	13,921					...	13,292	629
3. Elementary, teaching the Koran. „ Girls	128	1,010					...	1,010	...
4. Other schools not conforming to Departmental standards For Boys	88	2,556					1,410	431	1,129
4. Other schools not conforming to Departmental standards „ Girls	3	108					25	3	105
Total ...	**4,793**	**68,342**					**1,939**	**30,713**	**36,134**
Grand Total ...	**14,211**	**5,02,389**					**31,145**	**42,474**	**4,61,061**

TABLE III.

United Provinces for the official year 1904-1905—(concluded).

Classification of scholars on the 31st of March according to race or creed.								Number of girls in boys' schools	Number of boys in girls' schools.
Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.		
		Brahmans.	Non-Brahmans.						
27	28	29	30	31	32	33	34	35	36
101	38	411	857	413	...	1	4	2	...
...	...	598	48	43	...	...	...	...	...
...	5	82	304	87	1	1	...	...	...
...	...	...	...	...	...	...	...	...	...
83	3	37	217	57	...	...	...	...	...
1	3	21	30	4	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
185	**49**	**1,149**	**1,456**	**604**	**1**	**2**	**4**	**2**	...
1,582	731	3,511	10,044	4,241	7	17	18	184	...
343	575	1,176	3,917	1,707	1	6	17	55	...
...	143	9,897	23,200	10,030	2	...	1	21	...
1,264	437	6	15	4	...	7	5	...	172
218	1,379	1	6	6	...	13	...	...	173
...	45	...	4	2	...	...	...	...	23
3,407	**3,310**	**14,591**	**37,186**	**15,990**	**10**	**43**	**41**	**260**	**368**
309	843	94,948	1,95,366	43,724	11	3	348	1,976	...
337	1,075	3,099	8,922	3,236	...	3	70	...	409
646	**1,918**	**98,047**	**2,04,288**	**46,960**	**11**	**6**	**418**	**1,976**	**409**
...	...	245	214	77	...	...	...	...	...
19	4	1	1	19	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
2	82	34	134	45	...	...	...	...	...
...	...	...	...	....	...	...	...	...	...
...	352	14	70	172	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	1	12	30	18	...	...	...	...	...
...	1	15	124	40	...	...	...	...	...
47	19	177	1,614	141	...	1	...	...	...
68	**459**	**498**	**2,187**	**512**	...	**1**	...	...	...
4,306	**5,736**	**1,14,285**	**2,45,117**	**64,066**	**22**	**52**	**463**	**2,238**	**777**
...	1	166	879	7,362	...	...	...	85	...
...	...	5,679	500	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	999	6,463	19,700	6,683	...	...	249	385	...
...	575	201	1,027	183	...	...	80	...	29
...	...	1	5	13,915	...	...	...	414	...
...	...	...	...	1,010	...	...	...	...	21
...	178	488	1,039	806	...	45	...	24	...
...	60	4	38	6	...	...	...	...	5
...	**1,813**	**13,002**	**23,188**	**29,965**	...	**45**	**329**	**908**	**55**
4,306	**7,549**	**1,27,287**	**2,68,305**	**94,031**	**22**	**97**	**792**	**3,146**	**832**

GENERAL TABLE IIIA.

Number of Scholars on the 31st March, classified according to sex, race, or creed.

		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
				Brahmans.	Non-Brahmans.				
COLLEGIATE EDUCATION—									
Art Colleges—									
English ...	Male ...	68	28	411	854	413	...	1	4
	Female...	33	10	...	3	...	...	...	...
Oriental ...	Male ...	...	...	598	48	43	...	...	...
	Female...	...	...	...	...	...	...	...	...
Colleges for Professional training—									
Law ...	Male ...	...	5	82	304	87	1	1	...
	Female...	...	...	...	...	...	...	...	...
Medicine ...	Male ...	...	...	...	...	...	...	...	...
	Female...	...	...	...	...	...	...	...	...
Engineering ...	Male ...	83	3	37	217	57	...	...	...
	Female ..	...	...	...	...	...	...	...	...
Teaching ...	Male ...	1	3	21	30	4	...	...	...
	Female...	...	...	...	...	...	...	...	...
Agriculture ...	Male ...	...	...	...	...	...	...	...	...
	Female...	...	...	...	...	...	...	...	...
	Total ...	**185**	**49**	**1,149**	**1,456**	**604**	**1**	**2**	**4**
SCHOOL EDUCATION—GENERAL—									
Secondary Schools—									
For Boys—									
High Schools ...	Male ...	1,398	731	3,511	10,044	4,241	7	17	18
	Female ...	184	...	...	...	...	...	...	...
Middle Schools									
English ...	Male ...	288	575	1,176	3,917	1,707	1	6	17
	Female...	55	...	...	...	...	...	..	...
Vernacular ...	Male ...	...	143	9,891	23,185	10,030	2	...	1
	Female...	...	...	6	15	...	...	...	...
For Girls—									
High Schools	Male ...	148	9	4	11	...	..	...	...
	Female ...	1,116	428	2	4	4	...	7	5
Middle Schools—									
English ...	Male ...	86	81	1	5	...	...	...	...
	Female...	132	1,298	...	1	6	...	13	...
Vernacular ...	Male ...	...	19	...	4	...	...	...	...
	Female ..	...	26	...	...	2	...	...	...
	Total ...	**3,407**	**3,310**	**14,591**	**37,186**	**15,990**	**10**	**43**	**41**
Primary Schools—									
For Boys ...	Male ...	168	790	94,499	1,94,212	43,545	11	3	348
	Female...	141	53	449	1,154	179	...	...	...
For Girls ...	Male ...	164	22	73	143	7	...	...	...
	Female...	173	1,053	3,026	8,779	3,229	...	3	70
	Total ...	**646**	**1,918**	**98,047**	**2,04,288**	**46,960**	**11**	**6**	**418**
SCHOOL EDUCATION—SPECIAL—									
Schools for Special Instruction—									
Training Schools	Male ...	...	...	245	214	77	...	...	...
	Female...	19	4	1	1	19	...	...	...

GENERAL TABLE IIIA.

Number of Scholars on the 31st March, classified according to sex, race, or creed—(concluded).

		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
				Brahmans.	Non-Brahmans.				
SCHOOL EDUCATION—SPECIAL —(*concluded*).									
Schools for Special Instruction —(concluded).									
Schools of Art	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Law Schools	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Medical Schools	Male	...	21	32	128	44	...	...	...
	Female	2	61	2	6	1	...	...	..
Engineering and Surveying Schools.	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Industrial Schools	Male	...	352	14	70	172	...	...	...
	Female	...	...	...	...	...	...	...	...
Agricultural Schools	Male	...	1	12	30	18	...	...	...
	Female	...	...	...	...	...	...	...	...
Reformatory Schools	Male	...	1	15	124	40	...	...	...
	Female	...	...	...	...	...	...	...	...
Other Schools	Male	47	19	177	1,614	141	...	1	...
	Female	...	...	...	...	...	...	...	...
Total		68	459	498	2,187	512	...	1	...
Total of Colleges and Schools of Public Instruction.		4,306	5,736	1,14,285	2,45,117	64,066	22	52	463
PRIVATE INSTITUTIONS—									
1. ADVANCED TEACHING—									
(*a*) Arabic or Persian.	Male	...	1	166	879	7,277	...	...	...
	Female	...	...	...	...	85	...	...	...
(*b*) Sanskrit	Male	...	...	5,679	500	...	...	...	...
	Female	...	...	...	...	...	...	...	...
(*c*) Any other Oriental Classic.	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	..	...	...	...	...
2. ELEMENTARY TEACHING —A VERNACULAR ONLY OR MAINLY—									
For Boys	Male	...	997	6,392	19,457	6,614	...	...	249
	Female	...	2	71	243	69	...	...	...
For Girls	Male	...	...	...	29	...	...	...	...
	Female	...	575	201	998	183	...	...	80
3. ELEMENTARY TEACHING— THE KORAN ONLY—									
For Boys	Male	...	...	1	5	13,501	...	...	...
	Female	...	...	...	...	414	...	...	...
For Girls	Male	...	...	...	...	21	...	...	...
	Female	...	...	...	...	989	...	...	...
4. OTHER SCHOOLS NOT CONFORMING TO DEPARTMENTAL STANDARDS—									
For Boys	Male	...	178	488	1,039	801	...	26	...
	Female	...	...	...	...	5	...	19	...
For Girls	Male	...	...	...	4	1	..	...	...
	Female	...	60	4	34	5	...	...	...
Total of Private Institutions...		...	1,813	13,002	23,188	29,965	...	45	329
Grand Total		4,306	7,549	1,27,287	2,68,305	94,031	22	97	792

GENERAL

Return of Expenditure on Public Instruction in the

Objects of Expenditure.	Public Under Public Managed by Government.						
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
Arts Colleges.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION. English	1,17,078	...	...	27,343	...	866	1,45,287
Oriental	14,737	...	...	...	..	480	15,217
Colleges or Departments of Colleges for professional Training.							
Law	...	...	...	8,520	...	...	8,520
Medicine	...	...	...	...	..	...	...
Engineering	1,90,482	...	...	1,866	...	...	1,92,348
Teaching	28,466	...	...	...	...	...	28,466
Agriculture	...	...	...	...	...	...	...
Total ...	**3,50,763**	...	...	**37,729**	...	**1,346**	**3,89,838**
Secondary Schools.							
SCHOOL EDUCATION, GENERAL. For Boys — High Schools ...	34,815	1,35,705	9,113	1,26,498	928	4,319	3,11,378
For Boys — Middle Schools — English ...	...	10,282	1,378	7 268	50	71	19,049
For Boys — Middle Schools — Vernacular,	474	3,731	...	799	...	...	5,004
For Girls — High Schools ...	...	...	...	...	...	...	...
For Girls — Middle Schools — English ...	...	...	...	...	...	...	...
For Girls — Middle Schools — Vernacular,	...	...	...	...	...	...	...
Total ...	**35,289**	**1,49,718**	**10,491**	**1,34,565**	**978**	**4.390**	**3,35,431**
Primary Schools.							
For Boys	852	3,848	3,097	6,443	110	121	14,471
For Girls	8,003	3.379	...	...	...	...	11,382
Total ...	**8,855**	**7,227**	**3,097**	**6,443**	**110**	**121**	**25,853**
Schools for Special Instruction.							
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters ...	...	69,370	...	...	...	316	69,686
Training Schools for Mistresses ...	...	8,708	...	...	...	...	8,708
Schools of Art	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...
Medical Schools	27,194	...	...	394	...	240	27,828
Engineering and Surveying Schools,	...	...	...	...	...	...	...
Technical and Industrial Schools,	9,911	...	...	727	...	114	10,752
Commercial Schools	...	...	...	...	...	...	...
Agricultural Schools	2,741	2,741	...	...	...	...	5,482
Reformatory Schools	25,816	...	...	...	...	...	25,816
Other Schools	...	14,306	30	10,552	...	25	24,913
Total ...	**65,662**	**95.125**	**30**	**11,673**	...	**695**	**1.73,185**
Buildings	2,07,488	61,846	20	250	...	3,395	2,72,999
Furniture and Apparatus (Special grants only).	5,952	1,247	18	...	...	...	7,217
Total ...	**2,13,440**	**63,093**	**38**	**250**	...	**3,395**	**2,80,216**
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Arts Colleges	...	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...	...
Other Professional Colleges ...	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	..
Primary Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Technical and Industrial Schools...	...	...	..	..	...	...	...
Reformatory Schools... ...	...	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...	...
Miscellaneous	...	..	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Total Expenditure on Public Instruction	**6,74,009**	**3,15,163**	**13,656**	**1,90,660**	**1,088**	**9.947**	**12,04,523**

TABLE IV.

United Provinces for the official year 1904-1905.

Institutions.	Managed by District or Municipal Boards.						Managed by Native states.		
Management.									
Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native State Revenues.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	2,327	1,393	5,128	...	...	8,848	10,025	...	10,025
156	1,768	12,779	11,270	...	390	26,363	...	...	...
...	1,73,531	12,890	81,019	2,153	665	2,70,258	...	...	...
...	..	...	..	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	..	...	...	...	...
156	**1,77,626**	**27,062**	**97,417**	**2,153**	**1,055**	**3,05,469**	**10,025**	**...**	**10,025**
...	7,49,282	39,750	63,072	4,500	653	8,57,257	...	120	120
...	22,699	9,617	...	20	106	32,442	...	...	...
...	**7,71,981**	**49,367**	**63,072**	**4,520**	**759**	**8,89,699**	**...**	**120**	**120**
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	..	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	..	..	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...		...	...	...	...	...
...	...	371	...	...	...	371	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
..	...	...	...	...	...	...	...	...	...
...	631	...	2	...	684	1,317	...	...	...
...	**631**	**371**	**2**	**...**	**684**	**1,688**	**...**	**...**	**...**
900	2,15,156	10,789	3	1,000	...	2,27,848	...	...	...
...	1,943	944	36	...	...	2,923	345	...	345
900	**2,17,099**	**11,733**	**39**	**1,000**	**...**	**2,30,771**	**345**	**...**	**345**
...	...	...	...	...	...	...	...	...	...
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...	...	...	...	...	...	...	...	...	...
...	**...**	**...**	**...**	**...**	**...**	**...**	**...**	**...**	**...**
1,056	**11,67,337**	**88,533**	**1,60,530**	**7,673**	**2,498**	**14,27,627**	**10,370**	**120**	**10,490**

GENERAL

Return of Expenditure on Public Instruction in the

Objects of Expenditure.	Public						
	Under Private						
	Aided by Government or by District or Municipal Boards.						
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	19	20	21	22	23	24	25
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION. *Arts Colleges.*							
English	62,286	..	6,686	55,615	500	86,033	2,11,120
Oriental	1,064	60	240	8	391	1,589	3,352
Colleges or Departments of Colleges for professional Training.							
Law	...	...	...	4,356	...	2,110	6,466
Medicine	...	...	..	..	...	...	...
Engineering	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...
Total ...	**63,350**	**60**	**6,926**	**59,979**	**891**	**89,732**	**2,20,938**
SCHOOL EDUCATION, GENERAL. *Secondary Schools.*							
For Boys { High Schools ..	82,885	54,841	14,476	2,01,598	16,113	1,08,329	4,78,242
For Boys { Middle { English ...	10,888	17,805	10,178	35,051	7,989	15,879	97,790
For Boys { Middle { Vernacular,	...	2,647	645	1,453	1,514	8,717	14,976
For Girls. { High Schools ...	46,860	3,265	460	82,361	8,089	44,755	1,85,790
For Girls. { Middle { English ...	6,045	10,188	1,470	7,706	7,099	26,032	58,540
For Girls. { Middle { Vernacular,	...	120	...	...	...	...	120
Total ...	**1,46,678**	**88,866**	**27,229**	**3,28,169**	**40,804**	**2,03,712**	**8,35,458**
Primary Schools.							
For Boys	4,208	1,25,845	18,880	14,572	20,079	12,077	1,95,661
For Girls	9,258	20,304	5,854	4,442	21,543	25,852	87,253
Total ...	**13,466**	**1,46,149**	**24,734**	**19,014**	**41,622**	**37,929**	**2,82,914**
SCHOOL EDUCATION, SPECIAL. *Schools for Special Instruction.*							
Training Schools for Masters ...	...	...	...	...	...	...	...
Training Schools for Mistresses ...	3,060	...	...	...	...	...	3,060
Schools of Art	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Engineering and Surveying Schools	...	...	...	...	...	...	...
Technical and Industrial Schools ...	...	2,580	120	...	...	5,074	7,774
Commercial Schools	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	..	...
Reformatory Schools	..	...	...	...	...	...	...
Other Schools	2,054	756	...	2,260	175	2,286	7,531
Total ...	**5,114**	**3,336**	**120**	**2,260**	**175**	**7,360**	**18,365**
Buildings	88,719	2,579	127	8,388	8,192	67,886	1,75,891
Furniture and Apparatus (Special grants only)	18,907	...	69	11,359	263	7,918	38,516
Total ...	**1,07,626**	**2,579**	**196**	**19,747**	**8455**	**75804**	**2,14,407**
University	...	...	...	...	..	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Arts Colleges	...	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...	...
Other Professional Colleges ...	...	...	...	..	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...
Reformatory Schools ...	...	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total ...	...	...	...	..	...	...	...
Total Expenditure on Public Instruction.	**3,36,234**	**2,40 990**	**59,205**	**4,29,169**	**91,947**	**4,14 537**	**15,72,082**

TABLE IV.

United Provinces for the official year 1904-1905—(concluded).

Institutions—*(concluded)*. management. Unaided.				Total Expenditure from—						Grand Total.
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	All other sources.		
								Private.	Public.	
26	27	28	29	30	31	32	33	34	35	36
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
23,477	23,398	42,385	89,260	1,79,364	...	6,686	1,06,435	1,38,680	14,502	4,45,667
6	...	860	865	15,801	60	240	14	3,220	100	19,435
9,272	...	81	9,353	...	...	...	22,148	2,191	...	24,339
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	1,90,482	...	...	1,866	...	...	1,92,348
...	...	...	...	28,466	...	...	...	...	...	28,466
...	...	...	...	...	...	...	...	...	...	...
32,755	**23,398**	**43,326**	**99,479**	**4,14,113**	**60**	**6,926**	**1,30,463**	**1,44,091**	**14,602**	**7,10,255**
50,451	32,137	42,370	1,24,958	1,17,700	1,92,873	24,982	3,83,675	1,89,370	24,851	9,33,451
7,456	4,729	16,284	28,469	11,044	29,855	24,335	61,045	41,685	3,707	1,71,671
68	...	188	256	474	1,79,909	13,535	83,339	12,812	425	2,90,494
26,761	...	...	26,761	46,860	3,265	460	1,09,122	43,897	8,947	2,12,551
...	...	3,515	3,515	6,045	10,188	1,470	7,706	34,441	2,205	62,055
...	...	...	...	...	120	...	...	...	...	120
84,736	**36,866**	**62,357**	**1,83,959**	**1,82,123**	**4,16,210**	**64,782**	**6,44,887**	**3,22,205**	**40,135**	**16,70,342**
961	659	18,087	19,707	5,060	8,78,975	61,727	85,048	50,087	6,319	10,87,216
227	2,203	3,794	6,224	17,261	46,382	15,471	4,669	51,454	2,064	1,37,301
1,188	**2,862**	**21,881**	**25,931**	**22,321**	**9,25,357**	**77,198**	**89,717**	**1,01,541**	**8,383**	**12,24,517**
...	...	...	...	...	69,370	...	...	316	...	69,686
164	...	3,600	3,764	3,060	8,708	...	164	3,600	...	15,532
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	..	...	...	...	...	...
...	...	...	...	27,194	...	...	394	240	...	27,828
...	...	...	...	...	...	...	...	...	...	...
1,115	135	3,672	4,922	9,911	2,580	491	1,842	8,995	...	23,819
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	2,741	2,741	...	...	...	...	5,482
...	...	...	...	25,816	...	...	...	..	..	25,816
4,972	...	2,500	7,472	2,054	15,693	30	17,786	3,981	1,689	41,233
6,251	**135**	**9,772**	**16,158**	**70,776**	**99,092**	**521**	**20,186**	**17,132**	**1,689**	**2,09,396**
40	63,104	33,543	96,687	2,97,107	2,79,581	10,936	8,681	1,76,820	300	7,73,425
15	6,798	8,149	14,962	24,859	3,190	1,031	11,410	23,128	345	63,963
55	**69,902**	**41,692**	**1,11,649**	**3,21,966**	**2,82,771**	**11,967**	**20,091**	**1,99,948**	**645**	**8,37,388**
...	...	...	...	...	...	...	53,359	...	...	53,359
...	...	...	...	66,166	...	...	...	...	...	66,166
...	...	...	...	1,61,844	1,95,355	93	...	...	...	3,57,292
...	...	...	...	10,540	...	432	...	23,609	1,692	36,273
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	10,385	22,246	2,639	304	15,905	1,373	52,852
...	...	...	...	...	...	259	...	115	...	374
...	...	...	...	5,846	5,887	...	...	...	240	11,973
...	...	...	...	82	...	...	...	279	...	361
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	980	210	...	...	234	...	1,424
...	...	...	...	41,256	42,703	1,265	2,79,670	1,31,544	1,913	4,98,351
...	...	...	...	2,97,099	2,66,401	4,688	3,33,333	1,71,686	5,218	10,78,425
1,24,985	1,33,163	1,79,028	4,37,176	13,08,398	1,989,891	1,66,082	12,38,677	9,56,603	70,672	57,30,323

GENERAL

Return of the Stages of Instruction of Pupils in Public Schools for General Education

Class of Schools.			Number of Schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.		
					1			2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—										
For Boys.	Government,	English	42	7,139	1,482	...	1,482	4,115	...	4,115
		Vernacular	5	580	...	...	...	132	...	132
	District Board	English	...	...	...	...	...	...	...	...
		Vernacular	293	40,234	...	...	...	11,876	...	11,876
	Municipal ...	English	14	1,451	42	...	42	581	...	581
		Vernacular	7	1,093	...	...	...	204	...	204
	Native States,	English	1	358	37	...	37	112	...	112
		Vernacular	...	...	...	...	...	...	...	...
	Aided ...	English	95	15,482	1,808	19	1,827	5,407	82	5,489
		Vernacular	13	1,322	...	...	...	255	...	255
	Unaided ...	English	34	3,463	390	...	390	1,245	...	1,245
		Vernacular	2	44	...	...	...	37	...	37
	Total ...		506	71,166	3,759	19	3,778	23,964	82	24,046
For Girls.	Government,	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	District Board	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Municipal ...	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Native States,	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Aided ...	English	36	3,123	...	133	133	10	638	648
		Vernacular	1	51	...	...	...	1	2	3
	Unaided ...	English	5	238	...	11	11	...	49	49
		Vernacular	...	...	...	...	...	...	...	...
	Total ...		42	3,412	...	144	144	11	689	700
Total, Secondary Schools ...			548	74,578	3,759	163	3,922	23,975	771	24,746
Primary Schools.										
For Boys.	Government ...		21	1,181	...	...	...	...	...	...
	District Board		5,128	2,34,989	...	...	...	...	...	...
	Municipal		161	8,964	...	...	...	...	...	...
	Native States		1	22	...	...	...	...	...	...
	Aided ...		2,760	86,366	...	...	...	...	...	...
	Unaided ...		148	4,030	...	...	...	...	...	...
	Total ...		8,219	3,35,552	...	...	...	...	...	...
For Girls.	Government...		33	1,346	...	...	...	...	...	...
	District Board		173	4,710	...	...	...	...	...	...
	Municipal ...		54	1,559	...	...	...	...	...	...
	Native States		...	...	...	...	...	...	...	...
	Aided ...		259	8,722	...	...	...	...	...	...
	Unaided ...		17	405	...	...	...	...	...	...
	Total ...		536	16,742	...	...	...	...	...	...
Total, Primary Schools ...			8,755	3,52,294	...	...	...	...	...	...
Grand Total ...			9,303	4,26,872	3,759	163	3,922	23,975	771	24,746

TABLE V.

in the United Provinces at the end of the official year 1904-1905.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading Printed Books.			Not reading Printed Books.					
3			4			5			6		
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1,143	...	1,143	399	...	399	...	...	...	7,139	...	7,139
125	...	125	320	...	320	3	...	3	580	...	580
...	...	...	...	...	...	...	...	...	...	...	...
8,581	...	8,581	18,534	15	18,549	1,222	6	1,228	40,213	21	40,234
352	...	352	423	...	423	53	...	53	1,451	...	1,451
211	...	211	674	...	674	4	...	4	1,093	...	1,093
84	...	84	125	...	125	...	...	...	358	...	358
...	...	...	...	...	...	...	...	...	...	...	...
3,511	67	3,578	4,372	69	4,441	145	2	147	15,243	239	15,482
277	..	277	771	...	771	19	...	19	1,322	...	1,322
768	...	768	980	...	980	80	...	80	3,463	...	3,463
7	...	7	...	...	...	...	...	...	44	...	44
15,059	**67**	**15,126**	**26,598**	**84**	**26,682**	**1,526**	**8**	**1,534**	**70,906**	**260**	**71,166**
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
47	612	659	229	1,245	1,474	32	177	209	318	2,805	3,123
3	2	5	19	24	43	...	...	...	23	28	51
10	51	61	17	95	112	...	5	5	27	211	238
...	...	...	...	...	...	..	...	...	...	...	...
60	**665**	**725**	**265**	**1,364**	**1,629**	**32**	**182**	**214**	**368**	**3,044**	**3,412**
15,119	**732**	**15,851**	**26,863**	**1,448**	**28 311**	**1,558**	**190**	**1,748**	**71,274**	**3,304**	**74,578**
412	...	412	749	...	749	20	...	20	1,181	...	1,181
26,412	9	26,421	1,89,036	957	1,89,993	18,331	244	18,575	2,33,779	1,210	2,34,989
471	...	471	7,601	7	7,608	873	12	885	8,945	19	8,964
...	...	...	22	...	22	...	...	...	22	...	22
3,187	21	3,208	71,988	529	72,517	10,544	97	10,641	85,719	647	86,366
170	19	189	3,492	55	3,547	268	26	294	3,930	100	4,030
30,652	**49**	**30,701**	**2,72,888**	**1,548**	**2,74,436**	**30,036**	**379**	**30,415**	**3.33,576**	**1,976**	**3,35,552**
...	48	48	...	1,199	1,199	...	99	99	...	1,346	1,346
...	65	65	...	4,198	4,198	...	447	447	...	4,710	4,710
...	108	108	...	1,356	1,356	...	95	95	...	1,559	1,559
...	...	...	...	...	...	...	...	...	...	...	...
38	195	233	296	6,701	6,997	50	1,442	1,492	384	8,338	8,722
1	8	9	15	263	278	9	109	118	25	380	405
39	**424**	**463**	**311**	**13,717**	**14,028**	**59**	**2,192**	**2,251**	**409**	**16,333**	**16,742**
30,691	**473**	**31,164**	**2,73,199**	**15,265**	**2,88,464**	**30,095**	**2,571**	**32,666**	**3,33,985**	**18,309**	**3,52,294**
45,810	**1,205**	**47,015**	**3,00,062**	**16,713**	**3,16,775**	**31,653**	**2,761**	**34,414**	**4,05,259**	**21,613**	**4,26,872**

GENERAL

Return showing the Results of Prescribed Examinations in

Nature of examination.	Number of institutions sending examinees.				Number of examinees.				
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.
1	2	3	4	5	6	7	8	9	10
ARTS COLLEGES.									
1. Master of Arts	...	...	...	...	...	...	...	...	...
2. 1st D.Sc.	...	...	...	...	...	...	...	...	...
3. 2nd D.Sc.	...	...	...	...	...	...	...	...	...
4. 3rd D.Sc.	...	...	...	...	...	...	...	...	...
5. Bachelor of Arts	...	...	...	...	...	...	...	...	...
6. B.Sc.	...	...	...	...	...	...	...	...	...
7. First B.A.	...	...	...	...	...	...	...	...	...
7. First B.Sc.	...	...	...	...	...	...	...	...	...
7. First Arts	...	...	...	...	...	...	...	...	...
7. Previous Examination	...	...	...	...	...	...	...	...	...
ORIENTAL COLLEGES.									
1. Master of Oriental Learning	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental Learning	...	...	...	...	...	...	...	...	...
3. Honours in Sanskrit (1)	...	1	...	1	2	92	...	7	...	99
„ „ Arabic	...	...	...	...	...	...	...	...	...	...
„ „ Persian	...	...	...	...	...	...	...	...	...	...
„ „ Urdu	...	...	...	...	...	...	...	...	...	...
4. High Proficiency in Sanskrit (1)	...	4	6	44	54	111	22	119	8	260
„ „ „ Arabic	...	...	...	...	...	...	...	...	...	...
„ „ „ Persian	...	...	...	...	...	...	...	...	...	...
„ „ „ Urdu	...	...	...	...	...	...	...	...	...	...
5. Proficiency in Sanskrit (1)	...	2	5	66	73	29	10	192	13	244
„ „ Arabic (2)	...	1	2	1	4	1	4	1	...	6
„ „ Persian	...	...	...	...	...	...	...	...	...	...
„ „ Urdu	...	...	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING.									
Law.									
1. Doctor of Law	...	...	...	...	...	...	...	...	...
2. Bachelor of Law	...	...	...	...	...	...	...	...	...
Medicine.									
1. M.D.	...	...	...	...	...	...	...	...	...
2. M.B.	...	...	...	...	...	...	...	...	...
3. L.M.S.	...	...	...	...	...	...	...	...	...
4. First M.B.	...	...	...	...	...	...	...	...	...
4. First L.M.S.	...	...	...	...	...	...	...	...	...
Engineering.									
1. M.C.E.					11	...	...	...	11
2. B.C.E.					4	...	...	...	4
3. L.C.E.					36	...	...	...	36
4. First L.C.E.					58	...	...	...	58
1. M.C.E. ... 2. B.C.E. ... 3. L.C.E. ... 4. First L.C.E.	Roorkee College examinations.	1	...	...	1	1	...	...	...	1
						6	...	...	...	6
						14	...	...	...	14
						8	...	...	...	8
						22	...	...	...	22
Teaching	...	1	...	...	1	57	...	...	...	57
Agriculture	...	...	...	...	...	...	...	...	...	...

TABLE VI.

the United Provinces during the official year 1904-1905.

Number passed.					Race or creed of passed scholars.								Remarks.
							Hindus.						
Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Brahmans.	Non-Brahmans.	Muhammadans.	Buddhists.	Parsis.	Others.	
11	12	13	14	15	16	17	18	19	20	21	22	23	24
...	...	...	...	...	...	...	...	...	...	...	...	...	As the University examinations were held in May and July 1905 they have not been shown.
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	..	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	..	...	...	...	...	...	...	
58	...	7	...	65	...	...	65	...	...	...	...	...	(1) Sanskrit College examinations.
...	...	...	...	...	...	...	...	...	...	...	...	...	(2) Mulla examination.
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
46	14	68	3	131	...	....	128	3	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
15	5	68	4	92	...	...	87	5	...	...	...	...	
1	2	...	...	3	...	...	...	...	3	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	..	...	...	...	...	...	...	...	
...	...	...	...	...	..	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
9	...	...	...	9	3	...	...	6	...	...	...	... (3)	(3) Civil Engineer.
4	...	...	...	4	...	...	3	1	...	..	...	... (4)	(4) Electrical do.
35	...	...	...	35	19	...	4	12	...	...	...	... (5)	(5) Upper subordinate.
56	...	...	...	56	...	...	9	43	4	...	...	... (6)	(6) Lower subordinate.
1	...	...	...	1	...	...	...	...	1	...	...	... (7)	(7) Draftsman and computor.
6	...	...	...	6	1	...	...	2	3	...	...	... (8)	(8) Mechanical apprentice.
14	...	..	...	14	1	1	2	5	5	...	...	... (9)	(9) Industrial.
8	...	...	...	8	8	...	...	...	...	...	...	... (10)	(10) British Military survey.
22	...	...	...	22	...	...	...	8	14	...	...	... (11)	(11) Native Military survey.
48	...	...	...	48	1	2	19	23	3	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	

GENERAL

Return showing the Results of Prescribed Examinations in

Nature of examination.	Number of institutions sending examinees.				Number of examinees.				
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.
1	2	3	4	5	6	7	8	9	10
SCHOOLS FOR GENERAL EDUCATION.									
1. Matriculation ... For Boys ...	...	...	...	...	...	...	...	...	...
„ Girls ...	...	...	...	..	...	...	...	...	...
2. High School Examination for Europeans For Boys ...	...	10	2	12	...	78	30	...	108
„ Girls ...	...	12	2	14	...	41	6	...	47
3. Middle School Examination for Europeans. For Boys ...	...	14	3	17	...	125	32	...	157
„ Girls ...	...	16	2	18	...	86	13	...	99
3a. Middle English Examination for Girls ...	...	16	...	16	...	73	...	2	75
4. Middle Vernacular ... For Boys ...	301	14	2	317	3,335	76	9	662	4,082
„ Girls ...	1	...	...	1	5	...	...	...	5
5. Upper Primary Examination ... For Boys ...	2,106	267	28	2,401	14,083	1,920	345	67	16,415
„ Girls ...	10	17	3	30	29	159	16	...	204
6. Lower Primary Examination ... For Boys ...	...	...	...	...	...	...	...	...	...
„ Girls ...	...	...	...	...	...	...	...	...	...
7. Public service certificate examination. English ...	...	...	...	...	...	...	...	...	...
Vernacular ...	...	...	...	...	...	...	...	...	...
SCHOOLS FOR SPECIAL EDUCATION.									
1. Training School Examination for Masters. Upper ... / Lower ...	4	...	...	4	227	...	...	51	278
2. Training School Examination for Mistresses. Upper ... / Lower ...	1	1	...	2	5	8	...	...	13
3. School of Arts Examination ...	...	...	...	...	...	...	...	...	...
4. Vernacular Medical Examination ...	1	...	...	1	56	...	...	...	56
5. Examination in Engineering	...	...	...	...	...	...	...	...	...
6. Examination in Surveying	..	...	...	...	...	...	...	...	...
7. Industrial School Examination ...	1	1	...	2	93	100	...	...	193
8. Commercial School Examination ...	...	...	...	...	...	...	...	...	...
9. Agricultural School Examination ...	1	...	...	1	36	...	...	...	36
10. Sanskrit Title Examination	...	...	...	...	...	...	...	...	...
11. Madrassa Central Examination ...	...	...	...	...	...	...	...	...	...
12. Other Schools Examination	27	...	...	27	1,685	...	...	102	1,787

TABLE VI.

the United Provinces during the official year 1904-1905—(concluded).

Number passed.					Race or creed of passed scholars.								
Institutions under public management.	Aided institutions.	Other institutions.	Private students	Total.	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Remarks.
							Brahmans.	Non-Brahmans.					
11	12	13	14	15	16	17	18	19	20	21	22	23	24
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	..	...	...	...	...	
...	68	25	...	93	93	...	...	...	...	...	...	...	
...	40	6	...	46	46	...	...	...	...	...	...	...	
...	85	16	...	101	100	...	...	1	...	...	...	...	
...	57	8	...	65	65	...	...	...	...	...	...	...	
...	56	...	2	58	...	56	1	.	1	...	...	...	
2,457	35	4	228	2,724	...	3	824	1,440	457	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
10,545	1,192	227	51	12,015	1	111	3,045	6,892	1,963	1	...	2	
21	116	12	...	149	...	128	...	7	14	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	..	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
201	...	...	30	231	...	...	104	94	33	...	...	...	
5	8	...	...	13	8	...	...	...	5	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
46	...	...	...	46	...	13	7	17	9	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
..	...	...	...	...	...	...	...	...	...	...	...	...	
26	60	...	...	86	...	60	...	2	24	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
29	...	...	...	29	...	1	7	14	7	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
749	...	...	44	793	...	...	36	632	121	4	...	...	

GENERAL

Return showing the Distribution of Local Fund and Municipal Expenditure on Public

	Objects of Expenditure.	Expenditure of District Boards in institutions managed by					
		Number of Institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Revenues.	District funds.
	1	2	3	4	5	6	7
						Rs.	Rs.
Collegiate Education.	*Arts Colleges.*						
	English	...	...	...	...	...	...
	Oriental	...	...	..	...	...	...
	Colleges or Departments of Colleges for Professional Training.						
	Law	...	...	...	...	...	...
	Medicine	...	...	...	...	...	...
	Engineering	...	...	...	...	...	...
	Teaching	...	...	...	...	...	...
	Agriculture	...	...	...	...	...	...
	Total ...	...	...	...	...	...	...
School Education, General.	*Secondary Schools.*						
	For Boys. High Schools ...	...	...	...	...	...	...
	For Boys. Middle Schools. English ...	...	...	...	...	...	...
	For Boys. Middle Schools. Vernacular	293	40,234	39,985	29,820	...	1,73,531
	For Girls. High Schools ...	...	...	...	...	...	...
	For Girls. Middle Schools. English ...	...	...	...	...	...	...
	For Girls. Middle Schools. Vernacular	...	...	...	...	...	...
	Total ...	**293**	**40,234**	**39,985**	**29,820**	...	**1,73,531**
	Primary Schools.						
	For Boys	5,128	2,34,989	2,30,137	1,70,757	...	7,49,282
	For Girls	173	4,710	4,612	3,285	..	22,699
	Total ...	**5,301**	**2,39,699**	**2,34,749**	**1,74,042**	...	**7,71,981**
School Education, Special.	*Schools for Special Instruction.*						
	Training Schools for Masters	...	...	...	...	...	...
	Training Schools for Mistresses.	...	...	...	...	...	...
	Schools of Art ...	...	...	...	...	...	...
	Law Schools	...	...	...	...	...	...
	Medical Schools ...	...	...	...	...	...	...
	Engineering and Surveying Schools.	...	...	...	...	...	...
	Technical and Industrial Schools.	...	...	...	...	...	...
	Commercial Schools ...	...	...	...	...	...	...
	Agricultural Schools ...	...	...	...	...	...	...
	Other Schools	1	67	69	39	..	631
	Total ...	**1**	**67**	**69**	**39**	...	**631**
	Inspection	...	...	...	...	...	...
	Scholarships held in Arts Colleges ...	...	...	...	...	...	...
	Scholarships held in Medical Colleges ...	...	...	...	...	...	...
	Scholarships held in Other Professional Colleges.	...	...	...	...	...	...
	Scholarships held in Secondary Schools ...	...	...	...	...	...	...
	Scholarships held in Primary Schools ...	...	...	...	...	...	...
	Scholarships held in Medical Schools ...	...	...	...	...	...	...
	Scholarships held in Technical and Industrial Schools.	...	...	...	...	...	...
	Scholarships held in Other Special Schools. Reformatory.	...	...	...	...	...	...
	Scholarships held in Other Special Schools. Other ...	...	...	...	...	...	...
	Buildings	...	...	...	...	900	2,15,156
	Furniture and Apparatus (Special Grants only).	...	...	...	...	...	1,943
	Miscellaneous	...	...	...	...	...	...
	Total ...	...	...	...	...	900	2,17,099
	Grand Total ...	5,595	2,80,000	2,74,803	2,03,901	900	11,63,242

TABLE VII.

Instruction in the United Provinces for the official year 1904-1905.

on public instruction.								
District Boards.					In Institutions managed by—			Total District Fund Expenditure on Public Instruction.
Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or Associations.	
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	60	60
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	60	60
...	...	...	...	...	1,35,705	2,327	54,841	1,92,873
...	...	...	...	...	10,282	1,768	17,805	29,855
6,213	79,365	2,153	665	2,61,927	3,731	...	2,647	1,79,909
...	...	...	...	...	...	...	3,265	3,265
...	...	...	...	...	...	...	10,188	10,188
...	...	...	...	...	...	...	120	120
6,213	79,365	2,153	665	2,61,927	1,49,718	4,095	88,866	4,16,210
4,676	58,831	4,500	653	8,17,942	3,848	...	1,25,845	8,78,975
523	...	20	106	23,348	3,379	...	20,304	46,382
5,199	58,831	4,520	759	8,41,290	7,227	...	1,46,149	9,25,357
...	...	...	...	...	69,370	...	...	69,370
...	...	...	...	...	8,708	...	...	8,708
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	2,580	2,580
...	...	...	...	...	...	...	...	...
...	...	...	...	...	2,741	...	...	2,741
...	2	...	684	1,317	14,306	...	756	15,693
...	2	...	684	1 317	95,125	...	3,336	99,092
...	...	...	...	...	...	...	...	1,95,355
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	22,246
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	5,887
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	210
92	...	1,000	...	2,17,148	61,846	...	2,579	2,79,581
...	...	...	...	1,943	1,247	...	...	3,190
...	...	...	...	...	...	...	...	42,703
92	...	1,000	...	2,19,091	63,093	...	2,579	5 49.172
11,504	1,38,198	7,673	2,108	13,23,625	3,15,163	4,095	2,40,990	19,89,891

GENERAL

Return showing the Distribution of Local Fund and Municipal Expenditure on Public

Objects of Expenditure.			Expenditure of Municipal In institutions managed				
			Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Revenues.
1			17	18	19	20	21
	Arts Colleges.						Rs.
Collegiate Education.	English	... ...	...	...	...	...	...
	Oriental	... ...	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.						
	Law	... ...	...	...	...	...	...
	Medicine	... ...	...	...	...	...	...
	Engineering	... ...	...	...	...	...	...
	Teaching	... ...	...	...	...	...	...
	Agriculture	... ...	...	...	...	...	...
	Total	...	...	...	...	...	...
	Secondary Schools.						
School Education, General.	For Boys. High Schools	...	1	338	306	269	...
	For Boys. Middle Schools. English	...	13	1,113	1,145	899	156
	For Boys. Middle Schools. Vernacular	...	7	1,093	1,111	767	...
	For Girls. High Schools	...	...	...	...	...	...
	For Girls. Middle Schools. English	...	...	...	...	...	...
	For Girls. Middle Schools. Vernacular	...	...	...	...	...	...
	Total	...	21	2,544	2,562	1,935	156
	Primary Schools.						
	For Boys	... ...	161	8,964	8,526	6,567	...
	For Girls	... ...	54	1,559	1,525	1,036	...
	Total	...	215	10,523	10,051	7,603	...
	Schools for Special Instruction.						
School Education, Special.	Training Schools for Masters	...	...	...	...	...	...
	Training Schools for Mistresses	...	...	...	...	...	...
	Schools of Art	... ...	...	...	...	...	...
	Law Schools	... ...	...	...	...	...	...
	Medical Schools	... ...	...	...	...	...	...
	Engineering & Surveying Schools	...	...	...	...	...	...
	Technical and Industrial Schools,		1	10	9	8	...
	Commercial Schools	... ...	...	...	...	...	...
	Agricultural Schools	...	...	...	...	...	...
	Other Schools	... ...	...	...	...	...	...
	Total	...	1	10	9	8	...
	Inspection	... ...	...	...	...	...	...
Scholarships held in	Arts Colleges	... ...	...	...	...	...	...
	Medical Colleges	...	...	...	...	...	...
	Other Professional Colleges,		...	...	...	...	...
	Secondary Schools	...	...	...	...	...	...
	Primary Schools	...	...	...	...	...	...
	Medical Schools	...	...	...	...	...	...
	Technical and Industrial Schools.	...	...	...	...	...	...
	Other Special Schools. Reformatory	...	...	...	...	...	...
	Other Special Schools. Other	...	...	...	...	...	...
	Buildings	... ...	...	...	...	...	...
	Furniture and Apparatus (Special Grants only).		...	...	...	...	...
	Miscellaneous	... ...	...	...	...	...	...
	Total	...	...	...	...	...	...
	Grand Total	...	237	13,077	12,622	9,546	156

TABLE VII.

Instruction in the United Provinces for the official year 1904-1905—(concluded).

Boards on public instruction. by Municipal Boards.					In institutions managed by—			Total Municipal expenditure on Public Instruction.	Total expenditure of Local Fund and Municipal Boards on Public Instruction.
Municipal Funds.	District Funds.	Fees.	Endowments and other sources.	Total.	The Government.	District Boards.	Private persons or Associations.		
22	23	24	25	26	27	28	29	30	31
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	6,686	6,686	6,686
...	...	...	...	...	...	...	240	240	300
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	6,926	6,926	6,986
1,393	2,327	5,128	...	8,848	9,113	...	14,476	24,982	2,17,855
12,779	1,768	11,270	390	26,363	1,378	...	10,178	24,335	54,190
6,677	...	1,654	...	8,331	...	6,213	645	13,535	1,93,444
...	...	...	...	...	...	...	460	460	3,725
...	...	...	...	...	...	..	1,470	1,470	11,658
...	...	...	...	...	...	...	...	...	120
20,849	4,095	18,052	390	43,542	10,491	6,213	27,229	64,782	4,80,992
35,074	...	4,241	...	39,315	3,097	4,676	18,880	61,727	9,40,702
9,094	...	...	...	9,094	...	523	5,854	15,471	61,853
44,168	...	4,241	...	48,409	3,097	5,199	24,734	77,198	10,02,555
...	...	...	...	...	...	...	...	...	69,370
...	...	...	...	...	...	...	...	...	8,708
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
371	...	...	...	371	...	...	120	491	3,071
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	2,741
...	...	...	...	...	30	...	...	30	15,723
371	...	...	...	371	30	...	120	521	99,613
...	...	...	...	...	...	...	...	93	1,95,448
...	...	...	...	...	..	...	...	432	432
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	2,639	24,885
...	...	...	...	...	...	...	...	259	259
...	...	...	...	...	...	...	...	...	5,887
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	210
10,697	...	3	...	10,700	20	92	127	10,936	2,90,517
944	...	36	...	980	18	...	69	1,031	4,221
...	...	...	...	...	...	...	...	1,265	43,968
11,641	...	39	...	11,680	38	92	196	16,655	5,65,827
77,029	4,095	22,332	390	1,04,002	13,656	11,504	59,205	1,66,082	21,55,973

GENERAL TABLE VIII.

Return showing the Attendance and Expenditure in Hostels or Boarding-houses for the official year 1904-1905.

Class of Hostels or Boarding-houses.	Number of—		Number of boarders who are students of—					Expenditure from—				
	Hostels or Boarding-houses.	Boarders.	Arts colleges	Colleges for Professional Training.	Secondary Schools.	Primary Schools.	Special Schools	Provincial revenues.	Local or Municipal funds.	Subscriptions and endowments.	Fees.	Total expenditure.
1	2	3	4	5	6	7	8	9	10	11	12	13
For Males.								Rs.	Rs.	Rs.	Rs.	Rs.
1. Managed by Government.	40	1,749	65	239	869	107	469	5,945	11,919	2,517	5,877	26,262
2. Managed by Local or Municipal Boards.	23	3,860	...	...	3,840	20	...	...	14,078	...	3,577	17,655
3. Aided by Government or by Local or Municipal Boards.	26	2,323	339	41	1,257	686	...	10,448	200	27,164	1,10,005	1,47,817
4. Unaided ...	53	1,604	369	38	978	219	...	10,000	...	60,037	63,907	1,33,944
Total ...	**349**	**9,536**	**773**	**318**	**6,944**	**1,032**	**469**	**26,397**	**26,197**	**89,718**	**1,83,366**	**3,25,678**
For Females.												
1. Managed by Government.	5	157	...	...	71	86	...	...	1,440	...	23,108	24,548
2. Aided by Government or by Local or Municipal Boards.	17	*1,096	19	8	612	443	...	5,130	1,272	18,939	52,806	78,147
3. Unaided ...	17	1,402	20	...	632	738	12	...	...	39,795	11,606	51,401
Total ...	**39**	**2,655**	**39**	**8**	**1,315**	**1,267**	**12**	**5,130**	**2,712**	**58,734**	**87,520**	**1,54,096**
Grand Total ...	**388**	**12,191**	**812**	**326**	**8,259**	**2,299**	**481**	**31,527**	**28,909**	**1,48,452**	**2,70,886**	**4,79,774**

* Fourteen infants and blind.

GENERAL TABLE III.

Return of Colleges, Schools and Scholars in the United Provinces for the official year 1904-1905.

(For Europeans and Eurasians)

Class of Institutions.	Public Institutions. Under Private Management. Aided by Government or by District or Municipal Boards. Number of institutions.	Aided by Government or by District or Municipal Boards. Number of scholars on the rolls on 31st March.	Aided by Government or by District or Municipal Boards. Average number on the rolls monthly during the year.	Aided by Government or by District or Municipal Boards. Average daily attendance.	Unaided. Number of institutions.	Unaided. Number of scholars on the rolls on 31st March.	Unaided. Average number on the rolls monthly during the year.	Unaided. Average daily attendance.	Grand total of public iustitutions.	Grand total of scholars on the 31st of March.	Number of scholars on the 31st of March learning. English.	Number of scholars on the 31st of March learning. A classical language.	Number of scholars on the 31st of March learning. A vernacular language.	Classification of scholars on the 31st of March according to race or creed. Europeans and Eurasians.	Native Christians.	Hindus. Brahmans.	Hindus. Non-Brahmans.	Muhammadans.	Buddhists.	Parsis.	Others.	Number of girls in boys' schools.	Number of boys in girls' schools.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Arts Colleges.																							
COLLEGIATE EDUCATION — English	...	...	...	...	9	86	76	70	9	86	86	27	57	86	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	9	86	76	70	9	86	86	27	57	86	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. *Secondary Schools.*																							
For Boys, English — High ...	10	1,344	1,389	1,315	3	236	238	234	13	1,580	1,580	380	1,067	1,571	...	...	2	2	...	2	3	184	...
For Boys, English — Middle ...	3	358	348	309	1	25	28	24	4	383	383	17	216	342	12	4	15	3	1	6	...	55	...
For Girls, English — High ...	13	1,128	1,168	983	3	100	243	202	16	1,228	1,228	382	415	1,218	3	...	...	...	...	2	5	...	148
For Girls, English — Middle ...	5	172	141	126	1	65	50	45	6	237	237	5	63	215	3	...	1	5	...	13	...	...	86
Total ...	31	3,002	3,046	2,733	8	426	559	505	39	3,428	3,428	784	1,761	3,346	18	4	18	10	1	23	8	239	234
Primary Schools.																							
For Boys	8	223	209	177	1	88	87	57	9	311	311	...	78	308	...	...	...	...	...	3	...	141	...
For Girls	7	322	341	280	2	24	23	19	9	346	346	...	96	337	4	...	...	...	...	3	2	...	164
Total ...	15	545	550	457	3	112	110	76	18	657	657	...	174	645	4	...	...	...	...	6	2	141	164
SCHOOL EDUCATION, SPECIAL. *Schools for special Instruction.*																							
Training Schools for Masters ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Training Schools for Mistresses,	1	11	8	8	...	...	...	...	1	11	11	...	...	11	...	...	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools,	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools	1	41	42	38	...	...	...	...	1	41	41	...	...	41	...	...	...	...	...	...	...	...	...
Total ...	2	52	50	46	...	...	...	...	2	52	52	...	...	52	...	...	...	...	...	...	...	...	...
Total of Colleges and Schools of Public Instruction.	48	3,599	3,646	3,236	20	624	745	651	68	4,223	4,223	811	1,992	4,129	22	4	18	10	1	29	10	380	398

GENERAL

Return of Expenditure on Public Instruction in the

(For Europeans

Objects of Expenditure.	Public						
	Under Privat						
	Aided by Government or by District or Municipal Boards.						
	Provincial Revenues.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION.							
Arts Colleges.							
English	...	...	...	...	...	...	8,334
Total ...	...	...	...	...	...	...	**8,334**
Secondary Schools.							
SCHOOL EDUCATION, GENERAL. For Boys, English. High ...	47,321	510	83,068	2,272	44,029	1,77,200	19,284
SCHOOL EDUCATION, GENERAL. For Boys, English. Middle ...	8,362	1,680	5,812	2,764	4,000	22,618	2,011
SCHOOL EDUCATION, GENERAL. For Girls, English. High ...	43,683	460	79,464	7.744	28,853	1,60,204	26,761
SCHOOL EDUCATION, GENERAL. For Girls, English. Middle ...	3,447	340	5,273	1,227	2,949	13,236	...
Total ...	**1,02,813**	**2,990**	**1,73,617**	**14,007**	**79,831**	**3,73,258**	**48,056**
Primary Schools.							
SCHOOL EDUCATION, GENERAL. For Boys	4,208	360	4,460	828	5,587	15,443	795
SCHOOL EDUCATION, GENERAL. For Girls	6,858	1,225	3,538	2,903	2,561	17,085	227
Total ...	**11,066**	**1,585**	**7,998**	**3,731**	**8,148**	**32,528**	**1,022**
Schools for Special Instruction.							
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Training Schools for Mistresses.	3,060	...	...	...	...	3,060	...
SCHOOL EDUCATION, SPECIAL. Schools of Art	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Technical and Industrial Schools.	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Other Schools	344	...	230	...	454	1,028	...
Total ...	**3,404**	...	**230**	...	**454**	**4,088**	...
Buildings	57,872	...	6,616	...	7,715	72,203	...
Furniture and Apparatus (Special Grants only).	16,703	...	10,975	...	885	28,563	...
Total ...	**74,575**	...	**17,591**	...	**8,600**	**1,00,766**	...
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Arts Colleges	...	...	...	..	...	...	...
SCHOLARSHIPS HELD IN Professional Colleges ...	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Secondary Schools ...	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Primary Schools ...	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Technical and Industrial Schools.	..	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Other Special Schools ...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Total Expenditure on Public Instruction.	**1,91,858**	**4,575**	**1,99,436**	**17,738**	**97,033**	**5,10,640**	**57,412**

TABLE IV.

United Provinces for the Official year 1904-1905.

and Eurasians.)

Institutions.		Total Expenditure from—					
Management.					All other sources.		
Unaided.							
Endowments and other sources.	Total.	Provincial Revenues.	Municipal Funds.	Fees.	Private.	Public.	Grand Total.
9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
7,243	15,577	...	...	8,334	7,243	...	15,577
7,243	**15,577**	...	...	**8,334**	**7,243**	...	**15,577**
17,760	37,044	47,321	510	1,02,352	62,959	1,102	2,14,244
...	2,011	8,362	1,680	7,823	3,846	2,918	24,629
...	26,761	43,683	460	1,06,225	28,853	7,744	1,86,965
2,416	2,416	3,447	340	5,273	6,342	250	15,652
20,176	**68,232**	**1,02,813**	**2,990**	**2,21,673**	**1,02,000**	**12,014**	**4,41,490**
7,637	8,432	4,208	360	5,255	12,223	1,829	23,875
660	887	6,858	1,225	3,765	6,124	...	17,972
8,297	**9,319**	**11,066**	**1,585**	**9,020**	**18,347**	**1,829**	**41,847**
...	...	...	...	...	...	...	...
...	...	3,060	...	...	...	...	3,060
...	...	...	...	...	...	...	...
...	...	...	..	...	...	...	...
...	...	344	...	230	454	...	1,028
...	...	**3,404**	...	**230**	**454**	...	**4,088**
...	...	57,872	...	6,616	7,715	...	72,203
...	...	16,703	...	10,975	885	...	28,563
...	...	**74,575**	...	**17,591**	**8,600**	...	**1,00,766**
...	...	...	...	...	...	...	...
...	...	908	...	...	...	...	908
...	...	...	...	...	...	...	...
...	...	2,269	...	...	...	...	2,269
...	...	...	..	...	...	...	...
...	...	...	...	...	...	...	...
...	...	770	...	...	...	...	770
...	...	26,550	200	1,98,952	52,688	...	2,78,390
...	...	**30,497**	**200**	**1,98,952**	**52,688**	...	**2,82,337**
35,716	**93,128**	**2,22,355**	**4,775**	**4,55,800**	**1,89,332**	**13,843**	**8,86,105**

GENERAL TABLE V.

Return of the Stages of Instruction of pupils in Public Schools for General Education in the United Provinces at the end of the official year 1904-1905.

(For Europeans and Eurasians.)

Class of Schools.	Number of Schools.	Number of pupils on the rolls on 31st March	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.			Upper Primary Stage. Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Lower Primary Stage. Comprising all pupils who have not passed beyond the Lower Primary Stage.						Total.		
												Reading Printed Books.			Not reading Printed Books.					
			1			2			3			4			5					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—																				
For Boys { Aided, English ...	13	1,702	192	19	211	523	82	605	418	67	485	311	69	380	19	2	21	1,463	239	1,702
For Boys { Unaided, English,	4	261	77	...	77	92	...	92	74	...	74	18	...	18	...	...	...	261	...	261
Total ...	**17**	**1,963**	**269**	**19**	**288**	**615**	**82**	**697**	**492**	**67**	**559**	**329**	**69**	**398**	**19**	**2**	**21**	**1,724**	**239**	**1,963**
For Girls { Aided, English ...	18	1,300	...	76	76	8	377	385	39	255	294	149	360	509	15	21	36	211	1,089	1,300
For Girls { Unaided, English,	4	165	...	11	11	...	46	46	10	37	47	13	43	56	...	5	5	23	142	165
Total ...	**22**	**1,465**	...	**87**	**87**	**8**	**423**	**431**	**49**	**292**	**341**	**162**	**403**	**565**	**15**	**26**	**41**	**234**	**1,231**	**1,465**
Total, Secondary Schools.	**39**	**3,428**	**269**	**106**	**375**	**623**	**505**	**1,128**	**541**	**359**	**900**	**491**	**472**	**963**	**34**	**28**	**62**	**1,958**	**1,470**	**3,428**
Primary Schools.																				
For Boys { Aided ...	8	223	...	...	..	...	...	...	21	16	37	76	82	158	13	15	28	110	113	223
For Boys { Unaided ...	1	88	...	...	...	...	...	...	15	7	22	31	15	46	14	6	20	60	28	88
Total ...	**9**	**311**	...	...	...	...	...	...	**36**	**23**	**59**	**107**	**97**	**204**	**27**	**21**	**48**	**170**	**141**	**311**
For Girls { Aided ...	7	322	...	...	...	...	...	...	28	53	81	94	104	198	26	17	43	148	174	322
For Girls { Unaided ...	2	24	...	...	...	...	...	...	1	3	4	6	4	10	9	1	10	16	8	24
Total ...	**9**	**346**	...	...	...	...	...	...	**29**	**56**	**85**	**100**	**108**	**208**	**35**	**18**	**53**	**164**	**182**	**346**
Total Primary Schools,	**18**	**657**	...	...	...	...	...	...	**65**	**79**	**144**	**207**	**205**	**412**	**62**	**39**	**101**	**334**	**323**	**657**
Grand Total ...	**57**	**4,085**	**269**	**106**	**375**	**623**	**505**	**1,128**	**606**	**438**	**1,044**	**698**	**677**	**1,375**	**96**	**67**	**163**	**2,292**	**1,793**	**4,085**

APPENDICES.

PROVINCIAL TABLE A.—*Showing the number of scholars and percentage under instruction in each district for the year ending 31st March 1905.*

District.	Population.			Number of scholars.			Percentage of male scholars to male population of school-going age.	Percentage of female scholars to female population of school-going age.	Percentage of total scholars to total population of school-going age.
	Male.	Female.	Total.	Male.	Female.	Total.			
1	2	3	4	5	6	7	8	9	10
Muttra ...	409,030	354,069	763,099	8,370	483	8,853	13·64	·91	7·73
Agra ...	568,822	491,706	1,060,528	12,744	1,485	14,229	14·94	2·01	8·94
Farrukhabad ...	500,897	424,915	925,812	9,086	690	9,776	12·09	1·08	7·04
Mainpuri ...	451,356	378,001	829,357	5,100	184	5,284	7·53	·32	4·25
Etáwah ...	437,913	368,885	806,798	7,799	285	8,084	11·87	·52	6 68
Etah ...	466,787	397,161	863,948	7,117	685	7,802	10·16	1·15	6·02
Total ...	**2,834,805**	**2,414,737**	**5,249,542**	**50,216**	**3,812**	**54,028**	**11·81**	**1·05**	**6·86**
Dehra Dún ...	102,826	75,369	178,195	3,620	683	4,303	23·47	6·04	16·10
Saháranpur ...	560,843	484,387	1,045,230	13,885	1,296	15,181	16·50	1·78	9·68
Muzaffarnagar ...	469,243	407,945	877,188	13,096	557	13,653	18·61	·91	10·38
Meerut ...	820,563	719,612	1,540,175	19,338	791	20,129	15·71	·73	8·71
Bulandshahr ...	599,108	538,993	1,138,101	14,838	200	15,038	16·51	·25	8·81
Aligarh ...	634,872	565,950	1,200,822	14,286	821	15,107	15·00	·97	8·39
Total ...	**3,187,455**	**2,792,256**	**5,979,711**	**79,063**	**4,348**	**83,411**	**16·54**	**1·04**	**9·29**
Bareilly ...	585,304	504,813	1,090,117	10,140	861	11,001	11·55	1·14	6·73
Bijnor ...	406,697	373,254	779,951	11,342	1,160	12,502	18·59	2·07	10·69
Budaun ...	553,120	472,633	1,025,753	7,920	1,153	9,073	9·55	1·63	5·90
Moradabad ...	631,224	560,769	1,191,993	15,913	1,698	17,611	16·81	2·02	9·85
Sháhjahánpur ...	494,919	426,616	921,535	9,161	631	9,792	12·34	·99	7·08
Pilibhít ...	249,615	220,724	470,339	4,968	318	5,286	13·27	·96	7·49
Total ...	**2,920,879**	**2,558,809**	**5,479,688**	**59,444**	**5,821**	**65,265**	**13·57**	**1·52**	**7·94**
Cawnpore ...	673,932	584,936	1,258,868	15,021	772	15,793	14·86	·88	8·36
Fatehpur ...	349,381	337,010	686,391	6,791	137	6,928	12·96	·27	6·73
Banda ...	317,599	313,459	631,058	6,484	251	6,735	13·61	·53	7·12
Hamírpur ...	230,204	228,338	458,542	5,076	212	5,288	14·70	·62	7·69
Allahabad ...	747,425	746,330	1,493,755	11,863	887	12,750	10·58	·79	5·69
Jhánsi ...	315,297	301,462	616,759	7,165	356	7,521	15·15	·79	8·13
Jalaun ...	206,277	193,449	399,726	5,168	229	5,397	16·70	·79	9·00
Total ...	**2,840,115**	**2,704,984**	**5,545,099**	**57,568**	**2,844**	**60,412**	**13·51**	**·70**	**7·26**
Benares ...	445,047	437,037	882,084	14,045	1,314	15,359	21·04	2·00	11·61
Mirzapur ...	530,075	552,355	1,082,430	7,918	335	8,253	9·96	·40	5·08
Jaunpur ...	589,828	613,092	1,202,920	10,291	245	10,536	11·63	·27	5·84
Gházipur ...	444,735	469,083	913,818	9,661	514	10,175	14·48	·73	7·42
Ballia ...	473,969	513,799	987,768	8,144	8	8,152	11·46	·01	5·50
Total ...	**2,483,654**	**2,585,366**	**5,069,020**	**50,059**	**2,416**	**52,475**	**13·44**	**·62**	**6·90**
Gorakhpur ...	1,470,469	1,486,605	2,957,074	20,987	711	21,698	9·51	·32	4·89
Basti ...	935,556	910,597	1,846,153	17,620	492	18,112	12·56	·36	6·54
Azamgarh ...	757,314	772,471	1,529,785	15,343	218	15,561	13·51	·19	6·78
Total ...	**3,163 339**	**3,169,673**	**6,333,012**	**53,950**	**1,421**	**55,371**	**11·37**	**·30**	**5·83**
Naini Tál ...	172,970	138,267	311,237	3,494	335	3,829	13·47	1·62	8·20
Almora ...	236,751	229,142	465,893	8,289	431	8,720	23·34	1 25	12·48
Garhwál ...	211,588	218,312	429,900	5,087	72	5,159	16·03	·22	8·00
Total ...	**621,309**	**585,721**	**1,207,030**	**16,870**	**838**	**17,708**	**18·10**	**·95**	**9·78**
Lucknow ...	414,949	378,292	793,241	9,814	1,508	11,322	15·77	2·66	9·52
Unao ...	499,015	477,624	976,639	8,247	51	8,298	11·02	·07	5·66
Rae Bareli ...	510,090	523,671	1,033,761	9,128	93	9,221	11·93	·12	5·95
Sitapur ...	619,837	555,636	1,175,473	9,523	599	10,122	10·24	·72	5·74
Hardoi ...	582,533	510,301	1,092,834	8,763	365	9,128	10·03	·48	5·57
Kheri ...	478,629	426,509	905,138	5,693	175	5,868	7·93	·27	4·32
Total ...	**3,105,053**	**2,872,033**	**5,977,086**	**51,168**	**2,791**	**53,959**	**10·99**	**·65**	**6·02**
Fyzabad ...	605,403	599,564	1,204,967	11,939	464	12,403	13·15	·52	6·26
Gonda ...	714,204	688,991	1,403,195	10,782	210	10,992	10·06	·20	5·22
Bahraich ...	544,416	506,931	1,051,347	9,247	216	9,463	11·32	·28	6·00
Sultánpur ...	534,932	548,972	1,083,904	8,427	104	8,531	10·50	·13	5·25
Partábgarh ...	446,182	466,666	912,848	8,090	100	8,190	12·09	·14	5·98
Bara Banki ...	603,967	575,356	1,179,323	9,754	427	10,181	10·77	·49	5·76
Total ...	**3,449,104**	**3,386,480**	**6,835,584**	**58,239**	**1,521**	**59,760**	**11·26**	**·30**	**5·83**
Grand Total ...	**24,616,942**	**23,074,840**	**47,691,782**	**476,577**	**25,812**	**502,389**	**12·91**	**·75**	**7·02**
Grand Total for previous year.	**24,616,942**	**23,074,840**	**47,691,782**	**476,834**	**26,048**	**502,882**	**12·91**	**·75**	**7·03**

PROVINCIAL TABLE B.—*Giving particulars of Vernacular Primary Schools for Boys for the year ending 31st March 1905.*

District.	Number of schools.						Number of scholars.								Expenditure on schools.	
	Under public management.		Under private management.					Under public management.		Under private management.					Under public management.	Aided.
			Aided.		Unaided.					Aided.		Unaided.				
	Upper.	Lower.	Upper.	Lower.	Upper.	Lower.	Total.	Upper.	Lower.	Upper.	Lower.	Upper.	Lower.	Total.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
															Rs.	Rs.
Muttra ...	42	53	32	43	...	...	170	497	3,623	154	1,881	...	...	6,155	16,901	5,864
Agra ...	41	99	27	38	...	5	210	636	5,439	150	1,871	...	80	8,176	21,766	8,103
Farrukhabad ...	37	85	27	43	1	...	193	600	4,492	171	1,814	9	54	7,140	18,026	5,739
Mainpuri ...	20	89	...	25	...	...	134	245	3,110	...	547	...	...	3,902	14,631	1,205
Etáwah ...	21	74	19	37	...	...	151	228	3,445	100	1,321	...	...	5,094	15,279	5,477
Etah ...	32	86	19	16	2	50	205	429	3,367	83	615	11	1,180	5,685	20,043	3,960
Total ...	193	486	124	202	3	55	1,063	2,635	23,476	658	8,049	20	1,314	36,152	1,06,646	30,348
Dehra Dún ...	11	27	3	12	...	...	53	174	1,262	33	475	...	...	1,944	5,788	2,010
Saháranpur ...	33	71	4	58	...	...	166	429	3,577	28	1,827	...	...	5,861	16,837	3,463
Muzaffarnagar ...	48	50	19	66	...	1	184	467	3,512	83	2,394	...	17	6,473	15,122	4,658
Meerut ...	98	53	37	54	...	...	242	1,120	6,569	174	2,784	...	...	10,647	23,130	4,491
Bulandshahr ...	89	16	41	36	...	3	185	1,199	4,597	272	2,221	...	81	8,370	22,014	7,036
Aligarh ...	88	57	20	50	1	...	216	1,039	5,044	115	1,887	2	24	8,111	25,265	4,143
Total ...	367	274	124	276	1	4	1,046	4,428	24,561	705	11,588	2	122	41,406	1,08,156	25,801
Bareilly ...	58	54	4	51	...	...	167	698	4,125	23	1,325	...	...	6,171	21,824	2,159
Bijnor ...	36	60	4	87	...	1	188	550	3,633	31	2,969	...	10	7,193	15,025	4,622
Budaun ...	55	72	11	16	...	...	154	572	4,088	26	596	...	...	5,282	22,611	1,270
Moradabad ...	44	86	8	51	...	...	189	670	5,891	33	1,898	...	...	8,492	23,251	2,542
Sháhjahánpur ...	35	82	1	41	...	...	159	520	4,819	...	1,194	...	...	6,533	17,781	2,590
Pilibhít ...	33	47	2	22	...	...	104	369	2,638	11	530	...	...	3,548	12,326	909
Total ...	261	401	30	268	...	1	961	3,379	25,194	124	8,512	...	10	37,219	1,12,818	14,092
Cawnpore ...	59	89	1	79	...	...	228	2,185	4,801	37	2,454	...	...	9,477	25,739	4,338
Fatehpur ...	24	79	5	33	...	...	141	1,534	2,264	91	966	...	...	4,855	16,018	2,715
Banda ...	29	96	...	32	...	...	157	1,589	2,794	...	867	...	...	5,250	18,027	1,622
Hamírpur ...	20	71	...	28	..	...	119	1,299	1,908	...	582	...	...	3,789	13,438	2,155
Allahabad ...	29	91	...	70	...	...	190	1,825	3,083	...	1,743	...	...	6,651	20,239	3,392
Jhánsi ...	27	91	1	42	...	1	162	946	3,152	6	1,171	...	26	5,301	17,292	2,574
Jalaun ...	19	54	11	31	...	...	115	212	2,433	36	970	...	...	3,651	9,112	3,242
Total ...	207	571	18	315	...	1	1,112	9,590	20,435	170	8,753	...	26	38,974	1,19,865	20,038
Benares ...	96	14	20	32	...	...	162	856	5,812	60	1,732	...	...	8,460	19,249	2,545
Mirzapur ...	21	81	4	51	2	8	167	227	3,923	16	1,542	26	278	6,012	17,379	4,624
Jaunpur ...	37	88	1	59	...	...	185	521	5,521	6	1,751	...	...	7,799	18,822	4,935
Gházipur ...	40	52	2	77	...	...	171	734	4,573	20	2,593	...	...	7,920	15,113	3,899
Ballia ...	48	50	18	18	...	...	134	666	4,001	125	1,262	...	...	6,054	16,010	2,234
Total ...	242	285	45	237	2	8	819	3,004	23,830	227	8,880	26	278	36,245	86,573	18,237
Gorakhpur ...	77	78	30	103	..	...	288	1,378	9,621	207	5,501	...	...	16,707	24,821	7,903
Basti ...	46	80	70	86	...	...	282	544	8,757	215	6,243	...	...	15,759	21,361	7,388
Azamgarh ...	60	61	29	99	...	...	249	1,147	7,078	139	4,361	...	...	12,725	19,687	5,275
Total ...	183	219	129	288	...	...	819	3,069	25,456	561	16,105	...	...	45,191	65,869	20,566
Naini Tál ...	24	51	...	13	1	...	89	498	1,459	...	306	28	...	2,291	10,109	876
Garhwal ...	28	72	3	13	...	2	118	1,720	2,334	122	401	...	30	4,607	12,843	1,672
Almora ...	55	47	18	35	5	6	166	3,281	1,654	867	1,118	142	186	7,248	14,727	8,957
Total ...	107	170	21	61	6	8	373	5,499	5,447	989	1,825	170	216	14,146	37,679	11,505
Lucknow ...	23	66	3	21	2	...	115	216	3,237	8	611	9	98	4,179	13,287	1,072
Unao ...	42	76	4	45	...	...	167	715	4,596	24	1,150	...	...	6,485	17,290	2,304
Rae Bareli ...	62	41	19	58	1	3	184	683	4,549	88	2,155	1	122	7,598	17,207	4,896
Sitapur ...	70	105	1	16	...	3	195	752	6,358	24	602	...	101	7,837	25,343	1,044
Hardoi ...	34	109	1	19	...	10	173	274	5,196	8	546	...	198	6,222	19,435	1,005
Kheri ...	40	41	9	55	...	4	149	408	2,961	14	1,499	...	76	4,958	16,633	3,702
Total ...	271	438	37	214	3	20	983	3,048	26,897	166	6,563	10	595	37,279	1,09,195	14,023
Fyzabad ...	55	39	9	83	...	...	186	1,083	5,164	111	2,971	...	...	9,329	19,685	4,563
Gonda ...	63	70	11	37	...	4	185	763	6,444	61	1,668	...	160	9,096	20,724	2,753
Bahraich ...	30	47	7	73	1	4	162	443	4,384	30	2,672	9	181	7,719	17,864	4,212
Sultánpur ...	41	68	4	49	...	...	162	747	4,959	24	1,580	...	...	7,310	16,388	3,228
Partábgarh ...	41	55	5	42	4	6	153	487	4,026	33	1,600	14	257	6,417	15,384	5,151
Bara Banki ...	54	55	4	34	3	11	161	469	5,057	15	1,067	12	413	7,033	19,329	2,536
Total ...	284	334	40	318	8	25	1,009	3,992	30,034	274	11,558	35	1,011	46,904	1,09,374	22,443
GRAND TOTAL 1904-05	2,115	3,178	568	2,179	23	122	8,185	38,644	2,05,330	3,874	81,833	263	3,572	3,33,516	8,56,175	1,77,053
GRAND TOTAL 1903-04	2,126	3,262	521	2,113	18	69	8,109	30,378	2,20,021	3,059	79,991	129	2,304	3,35,882	8,66,307	1,61,243

ORDERS OF GOVERNMENT.

No. $\frac{51}{\text{XV}-\frac{48}{13}\text{-}5}$ OF 1906.

RESOLUTION.

EDUCATIONAL DEPARTMENT.

Dated Allahabad, the 12th January 1906.

READ—

The general report on public instruction in the United Provinces for the year ending 31st March 1905, submitted by the Director of public instruction.

OBSERVATIONS.—Mr. Lewis' report on public instruction for the United Provinces gives an excellent and valuable account of the progress of education during the year and of many problems which await solution. It was received on the appointed date by Government, but, owing to pressure of other business, it has not been found possible to review it before now.

2. The report is so complete and lucid that it would serve no useful purpose to recapitulate the results of the year. Briefly stated, the numbers attending english schools and colleges increased, while the numbers attending vernacular schools, secondary or primary, slightly declined or remained stationary. The continued advance in english education is attributable to the steady development of a province still educationally backward. The temporary check in vernacular education is attributable to the prevalence of plague. Generally the numbers attending public institutions of all kinds increased, while those attending private institutions of all kinds declined. There was a further substantial increase in expenditure, some Rs. 5,16,000, of which Rs. 2,32,000 were found from provincial and local and Rs. 15,000 from municipal funds, the increase being distributed over all branches of education. The number of scholarships given from provincial and local funds also rose. These results do not call for comment or criticism.

3. The suggestions of the Director fall under two heads, viz. (1) those which deal with particular matters and (2) those which deal with the general educational policy of the province. The former may conveniently come first under review.

4. *(a)* The Lieutenant Governor entirely approves Mr. Ferard's proposal (paragraph 48) to give teachers in plague stricken tracts special leave on full pay if their schools have to be closed for a month or less, and half pay for periods in excess of a month; His Honour desires that this proposal should be generally adopted, and that the grant-in-aid rules should be worked in a similar liberal spirit. Such considerate treatment in times of public misfortune is absolutely necessary in the interests of education, and some general suggestion on these lines might find a place in the Educational Code.

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(b) In paragraph 32 the Director proposes a readjustment of the fees in english schools. The present practice of levying fees by classes (rule 37 of chapter V, provisional code) is said to be peculiar, and it is suggested that an all-round fee of eight annas in the upper primary, Re. 1-8 in the middle, and Rs. 3 in the high sections of government schools would leave the average fee unaltered and fall more easily on parents. The present fees are—

		Rs.	a.
Upper primary section	Class III	0	8
	„ IV	0	12
Middle section	„ V	1	0
	„ VI	1	8
	„ VII	1	12
	„ VIII	2	0
High section	„ IX	2	8
	„ X	3	0
Special classes		1	12

The change would clearly benefit the parents in the case of the upper primary section, and clearly not benefit them in the case of the high section. Without figures as to the numbers in the different classes of the middle section the probable result of the proposed change in fees at that stage cannot be gauged. Anything that makes for simplicity is desirable, and the opinions of the managers of selected aided schools may be obtained, and the matter may with advantage be discussed with district boards and in the press. The Government has no desire to raise fees, and it is not proposed to reduce them; indeed, it was admitted in the Lucknow conference of 1903 that the fees cannot be reduced without sacrifice of efficiency. Any adjustment of the fees, however, which would make them fall more easily on parents without a substantial sacrifice of fee income and without inconvenience to aided schools would be acceptable to Government.

At the same time it may be considered whether the fee in the special classes for boys who have passed the vernacular final examination should not be reduced. It is remarked (paragraph 42) that the boys who pass through a full vernacular course on their way to higher education are often the best of our students; and it is desirable to encourage boys in vernacular secondary schools in their efforts to obtain higher education.

(c) The abolition of the upper middle examination is said (paragraph 37) to have had unfortunate results, in that middle schools send up to high schools boys who are not fit to enter the high section. It is proposed to meet this by making boys in the highest class of a middle school pass the annual examination of the eighth class, not in their own school but in those high schools in which they intend to pursue their studies. It might be preferable that the head master of the high school should put back in class VIII of his own school scholars who are not competent to read in class IX. There appears to be nothing in the code to prevent him so doing. The tendency, however, is to convert middle schools into high schools (paragraph 30), and the educational

system has not yet settled down to or assimilated the change in policy regarding examinations, and on the whole it would seem best not to issue any general orders at present. The matter is one which inspectors should keep before them at the time of inspection.

(d) It is reported (paragraph 57) that upper primary scholarships generally fall to boys in town schools. These scholarships are given by district boards, who will no doubt consider the suggestion that a certain number should be reserved for boys in village schools.

(e) In connexion with normal schools two questions are said (paragraph 60) to need consideration—first, whether untrained private candidates should any longer be admitted to the examination, now that the facilities for training are being so widely extended; secondly, whether candidates who fail to qualify for the ordinary certificate may not be given a lower primary certificate. Until the ten normal schools are in full working order His Honour would prefer not to make any change. Various sets of training machinery have now been set in operation, and a few years must elapse before the results of these experiments can be judged. It may even be found necessary hereafter to differentiate somewhat sharply between the training of teachers destined for lower primary, and of teachers destined for upper primary, schools.

(f) The Lieutenant Governor regrets to learn (paragraph 81) that the *desi kasrat* exercises, of which the Director reported favourably last year, have this year been pronounced unsuitable. It is possible that the want of competent instructors is to some extent responsible for the failure of the exercises, and the system of employing itinerant trained instructors is one to be developed. It can be left to inspecting officers to correct any tendency to strain the boys and to modify the exercises to be undertaken by boys of weak physique. It must be remembered that the town boys who appear to find the exercises difficult are the boys who are most in need of physical training. They will soon get accustomed to doing their exercises in light clothing, a practice found to be convenient in most countries and climates.

5. Questions of general policy cannot conveniently be considered without regard to the main lines of that policy and the point which has been reached in educational reform. The last few years have witnessed a rapidly rising interest in educational questions, and a corresponding activity in the Educational department. The allotment of additional funds has enabled the department to satisfy to some extent the growing demand for development, and no department of public effort now receives more attention. Educational problems are proverbially controversial, but the tone of controversies is generally healthy, and the University and the department are now in close touch with public opinion. Simultaneously the energy of local authorities and the district staff has been brought to bear on the diffusion and improvement of public instruction.

6. Thanks largely to assistance given by the Government of India, a good start has now been made in primary vernacular instruction, but

a large expenditure must be incurred before such instruction is on a sufficiently broad basis. The policy of identifying the people with the education of their children, and of identifying the teachers with their villages, has now been pushed forward. Village committees have been inaugurated in some districts; in some districts circles have been formed, and placed under the supervision of members of the district board or other gentlemen with local influence. In order that breadth may not be sacrificed to height in the instruction of the people, the inexpensive aided school has been preferred at the lower primary stage to the more costly board school; the grant-in-aid rules have been made more liberal, and small building grants are now permissible to aided primary schools. The boards have been encouraged to allow teachers to become sub-postmasters, a matter to which the Government attaches much importance (it should be specially noticed in future reports) partly because the allowances granted by the Postal department attract and keep a good stamp of teacher, but also because the combination of the functions of teacher and postmaster in one person tends to convert the village teacher more and more into the friend of the villagers, attached to the village, known to the people, and having a direct personal interest in spreading instruction. The number of teachers in overcrowded board schools has been increased, and the pay of board school teachers has been raised. The system of training has been developed by the enlargement of the old normal schools, the completion of one very fine normal school at Gorakhpur, and the commencement of five normal schools elsewhere, as also by the introduction of a simpler system of training lower primary teachers, and by the collection at convenient centres of teachers, who cannot undergo a regular course of training, for a brief course of lectures on, and illustrations of, modern principles of instruction. The district inspecting staff has been greatly strengthened in numbers, and regraded on more liberal pay, while service in it has been made pensionable; and it is hoped that the staff will soon be able to cope satisfactorily with the changed conditions of inspection which have followed the abolition of the old centre examinations. Finally, a new set of vernacular readers has been written on modern principles and in the common language of every-day life. Strenuous efforts have in short been made to improve and popularize primary instruction, and the results of these efforts cannot fail to be apparent in a few years.

7. In secondary schools, both english and vernacular, there has also been progress, though on a less extensive scale. The number of scholarships has been increased. In english secondary schools the curriculum has been revised; the grant-in-aid rules have been made more generous; service in the board schools has been made pensionable, and the pay of the lowest grade of english teacher has been raised to Rs. 25. But it still remains true that in no branch of public instruction is reform more urgently required.

8. The inefficiency of our english schools was specially noticed at the last budget meeting of the local Council by the Hon'ble Nawab Yusuf Ali Khan, the Hon'ble Rai Sri Ram Bahadur, C.I.E., and the Hon'ble Pandit Sundar Lal, Rai Bahadur. It is unfortunately true that in the

board schools, which ought to be model schools, the accommodation is bad, the teachers are often incompetent, and the pupils have to supplement their work at home by long hours of preparation and (if they can afford it) by private tuition, to the detriment of their physical development and especially of their eyesight. This in substance is the complaint of every intelligent parent and every intelligent educationist in the province. The professors at the colleges in their turn complain that the whole standard of college work is lowered because, as a rule, the students come to college with meagre attainments and with no solid training. There can be little doubt that the policy of concentrating expenditure on primary education and leaving english education to look after itself has been pushed to undue lengths, with results that were certainly never contemplated by the Government of India, and, in fact, are productive of general dissatisfaction. The remedy is to improve the position of the teachers so as to attract good men, to improve the accommodation and surroundings of the schools, to build decent boarding houses, and to make larger grants to aided schools. The Local Government is doing what it can, in ways already indicated, but a full measure of reform must await a grant from the imperial exchequer.

9. Meanwhile the training college is doing what it can to raise the standard of teaching in english schools. Schemes for the further improvement of the college, and for starting an aided training college, only await the allotment of funds. The Government has decided to increase the number of inspectors by three as soon as money can be found; and there will then be an inspector in each revenue division who will be in close touch with the Commissioner and the district officers. It is hoped that the increasing interest taken in education will in due time enable district boards to undertake the management of zila schools and set free the inspector to devote more time to his primary functions of inspection and advice.

10. The relations of municipal boards to the department require to be drawn closer, and the Director was requested to review the whole question when the provisional code was introduced. It is essential in view of the orders of the Government of India, if for no other reason, that municipal authorities should be guided by expert advice in matters educational; and the scandals which attracted the attention of the Director General (paragraphs 39 and 45) should not be tolerated. At the same time the Lieutenant Governor is unable to accept the proposal (paragraph 44) that municipal boards should make over their *quota* of educational expenditure to the district board to be spent within municipal limits according to rules. Such a proposal is directly opposed to the policy of Government in fostering the spirit of local self-government. Variety in educational effort is much required at the present time. What seems specially to be required is to bring the inspecting staff into closer touch with municipal bodies. His Honour notes that municipal authorities were generally willing to adopt the inter-school rules (paragaph 38), and he is confident that, if approached, they will very willingly co-operate with the department in other ways to raise the admittedly low standard of education in municipal schools. It is

presumed that steps have already been taken to remedy the state of things in the Hardoi municipality. If not, the Commissioner's attention should at once be drawn to the matter.

11. Much attention has been paid to the improvement of education in colleges. A new Indian service professor has been appointed to the Muir college; and the provincial service of government professors has been graded on more liberal salaries. A scheme for the higher study of Arabic at the Muhammadan Anglo-Oriental college, Aligarh, has been sanctioned; considerable progress has been made with a similar scheme for Sanskrit at the government college, Benares; and an increase in the salaries of the sanskrit professors has been sanctioned. There has been great activity in providing hostel accommodation in most colleges, and liberal grants have been given by Government for the purpose. The Bareilly college has secured a habitation after many years, thanks to the public spirit of the people of Rohilkhand and large grants from Government; while the munificent liberality of Maharaja Bhagwati Prasad Singh of Balrampur has secured a fine building for the Canning college in one of the finest sites in Lucknow. Much money has been spent on improving the teaching of science at the Muir Central college; the number of science scholarships has been increased, while two studentships of Rs. 100 per mensem have been instituted to encourage men to take up original work; a strong and well supported effort is being made to establish a properly equipped science department in the Muhammadan Anglo-Oriental college at Aligarh. But much remains to be done. Mr. Lewis sums up the position in the remark that the three admitted wants of the colleges are the hostel, the laboratory, and the professor, and that the greatest of these is the professor.

12. The whole question of female education has been referred to a committee composed entirely of Indian gentlemen, and their valuable report is now under consideration. Typewriting is now taught in a large number of schools. A scheme has been drawn up for the development of mechanical training and electrical work at Roorkee, and the industrial school at Lucknow, having failed completely as an industrial school, has entered on a new career as a school for mechanical and manual training, and extensive machinery has already been ordered for it. An agricultural college is about to be started. The medical school at Agra has been enlarged and provided with a good students' hostel, and the foundation stone of a medical college has been laid. In a short time the openings for young men in this province will have been multiplied in many directions.

13. This brief and by no means complete survey of the progress of the last few years has been made in a full sense and appreciation of the work that remains to be done. In the preliminary chapter of his report Mr. Lewis enters into some calculations as to the grants that are required in this and other provinces in order to bring them all up to a certain level of expenditure. Without entering into questions of imperial finance and inter-provincial comparison the Lieutenant Governor would

like to place on record the estimated cost of the reforms which he considers to be most urgently needed at present :—

Colleges.	*Recurring.*	*Non-recurring.*
	Rs.	Rs.
For aided colleges, for hostels, lecture rooms, and laboratories, libraries, scientific apparatus, furniture, and recreation grounds ...	...	4,25,000
Grants for professors for aided colleges ...	30,000	...
„ an aided training college ...	10,000	...
For government colleges, including training college buildings and staff and buildings for professors	15,000	2,60,000
A law college and hostel	25,000 *	1,80,000
Secondary schools.		
Regrading staff in english board schools ...	1,50,000	...
Increasing grants-in-aid to english schools ...	1,00,000	...
Improving staff in vernacular secondary schools,	1,00,000	...
Recurring grant for buildings	2,00,000	...
Inspecting staff.		
Increasing the number of inspectors ...	40,000	...
Development of the Thomason college, Roorkee,	...	3,50,000
Medical college hospital and Medical college ...	1,25,000	2,50,000
Total ...	7,95,000	14,65,000

* For four years until self-supporting.

Roughly, then, a recurring increase of expenditure of eight lakhs of rupees per annum and a non-recurring expenditure of 14½ lakhs of rupees is required to meet schemes which are ready and only waiting for funds.

14. Such an expenditure is beyond the means of the Local Government. The Local Government has already strained every nerve to meet some of the reasonable demands upon it. A comparison of the expenditure on education in the United Provinces in 1901-2 with the revised estimate of 1904-5 shows that, apart from special grants from the Government of India, provincial and local expenditure rose within that period by over five lakhs of rupees. The ultimate cost of giving pensions will eventually be about one lakh more. Private liberality has done much. Within the last three years several lakhs of rupees have been spent on the schemes for the development of Arabic and Sanskrit, on the endowment of scholarships, and on the building of schools and boarding houses. Large sums have also been collected for the Muhammadan Anglo-Oriental college at Aligarh and the Central Hindu college at Benares. Without counting government grants the following sums have been subscribed for the improvement of college education :—

	Rs.
The MacDonnell Hindu boarding house	2,00,000
The Bareilly college	1,35,000
By Maharaja Bhagwati Prasad Singh for the Canning college	3,00,000
By the Taluqdars for a boarding house at the Canning college	25,000

	Rs.
Mumtaz Hostel, Muhammadan Anglo-Oriental college...	28,000
The Agra college boarding house	20,000
The Meerut „ „	20,000
The Kayastha patshala	20,000
The Muhammadan boarding house, Allahabad ...	7,500
The Medical college	12,00,000
Total ...	19,55,500

Recently at Benares the Hon'ble Munshi Madho Lal has promised a donation of three lakhs of rupees for a Hindu university, and certain Kshattriya gentlemen have promised two and a half lakhs of rupees for a Kshattriya college. Including these sums and contributions from missionary bodies and donations, of which no account has reached Government, the subscriptions of the public for education in this province must in three years have amounted to nearly forty lakhs of rupees.

15. It may truly be said that this educational awakening is unprecedented. The Government can face the future with a deep sense of its responsibilities, but confident in the knowledge that solid progress must come to a province where enthusiasm and good feeling prevail, and in which the people and the Educational department are working hand in hand to one end, viz. the advancement of all classes of the community. At a time of wide and rapid expansion there is scope for much experiment; and the utmost variety in educational effort is desirable. The great need of the province is to let things grow naturally as far as possible.

16. In conclusion, the Lieutenant Governor desires to convey the thanks of Government to Mr. Lewis, during whose tenure of office these many beneficent and far-reaching reforms have been introduced, and through Mr. Lewis to those who have been mentioned in the report. The Government is especially indebted to Mr. Lewis for his work in connexion with European schools, the training college, and training schools. There have been many noble benefactors of education in the last three years, whose names will be gratefully remembered, and to whom the thanks of Government have already been conveyed. Among those who have worked hard, against many difficulties, may specially be mentioned Babu Piarey Lal, B.A., LL.B., secretary of the Bareilly college maintenance fund. His Honour has also read with much pleasure of the enthusiasm shown by Rai Shankar Prasad of Korauna in the Benares district, who not only started a school but worked with rare devotion as an assistant teacher in it. To these and to all other earnest workers in the educational field His Honour tenders the thanks of Government.

ORDER.—Ordered that a copy of this resolution be forwarded to the Director of public instruction, United Provinces, for information.

Ordered also that it be published in the *United Provinces Government Gazette.*

By order &c.,

S. H. BUTLER,

Secy. to Govt., United Provinces.

GENERAL REPORT

ON

PUBLIC INSTRUCTION

IN THE

UNITED PROVINCES OF AGRA AND OUDH.

FOR THE YEAR ENDING 31ST MARCH 1906.

ALLAHABAD:

Printed at the United Provinces Government Press.

1906.

[*The maximum limit of pages fixed for this report is 40.*]

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ERRATA.

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10.	Para. 11, 11th line from bottom, *for* brought *read* wrought.
13.	„ 18, 2nd line, *for* B.A. *read* B.Sc.
15.	„ 25, 1st line, *for* unaided *read unaided*.
22.	„ 45, 12th line, *for* affods *read* affords.
23.	„ 48, 24th line, *for* convneience *read* convenience.
27.	„ 59, in the margin, *for* Table *read* Tables.
37.	„ 81, 2nd line, *insert* a comma after 61,000
„	„ „ 12th line, *insert* a comma after per cent
9A.	Column 5, against elementary schools teaching a vernacular only or mainly for boys (male), *for* 12,184 *read* 21,184.
13A.	Number of the last column, *for* 46 *read* 36.
26A.	Column 8, against total of primary schools, *for* 102 *read* 1,021.

GENERAL REPORT

ON

PUBLIC INSTRUCTION

IN THE

UNITED PROVINCES

For the Year 1905-1906.

CHAPTER I.

PRELIMINARY.

EXCEPT in purely statical problems where no movement is happening it is impossible to give complete information about any material system by defining merely its configuration at a given moment; it is necessary to know how it moves part by part, and then the forces acting upon it may be conjectured or demonstrated. Hence an annual report on public instruction usually measures the flow backwards or forwards from year to year in the more significant figures of numbers and cost with which it deals. Some of these fluctuations are accidental and transient, and stand for no lasting tendency; but in the quinquennial reviews the true trend of the movement can be traced with greater confidence. It is useful occasionally to investigate the progress made during a longer period; and, as I am on the point of retiring from the Directorship after a tenure of office extending over more than twelve years, it is natural to take stock of the progress that has been made during this interval. I propose therefore briefly to put on record some of the changes that have taken place since my first report was written in 1895, believing that the facts will be both interesting and instructive. And if in a retrospect covering my term of office the personal note cannot be kept altogether silent, it shall at any rate be touched as lightly as possible; and, whether light or loud, it will not carry far, for reports are everywhere numbered among the *biblia abiblia*, which no man can read.

Twelve years ago the backward state of education in this Province had drawn severe comment from the Government of India and from the Secretary of State. Instead of an advance a marked retrograde movement was going on. During the previous quinquennium there had actually been a decrease of 20 per cent. in the number of scholars, and the decline was still continuing; there had been a falling off, too, in the number of primary schools as well as in the attendance at them. There were only three training schools for vernacular teachers, and these had no practising schools attached to them, so that practical training there was none, nor was instruction given in the method of teaching nor in the principles of school management. They were training schools in name only, being in reality nothing more than schools where older boys were taken once more over the courses which they had already studied in the ordinary vernacular schools. No attempt was made to train teachers for English schools. In fact no one was trained for any educational work, and every one was ready to find fault with every one else for the poor results that naturally followed; colleges put the blame on schools for sending up to them students ill-prepared to enter upon higher courses of study, schools blamed colleges for not supplying them with capable teachers. Female education can scarcely be said to have made a beginning; excluding Europeans, the number of girls under instruction was not one in three hundred of those reckoned to be of school-going age.

All these things have changed for the better. The number of scholars has almost doubled between 1895 and 1906; the number of primary schools has been multiplied by $2\frac{1}{4}$, and the number of scholars attending them by $2\frac{1}{2}$. The normal schools were promptly reorganised on modern lines, and their curriculum revised so as to include the subjects that are essential in the training of teachers, model schools were attached to them to afford the requisite practice in class-teaching under competent supervision, the period of training was extended from one to two years (an example since approved by the Government of India for general adoption in all provinces), and the number of normal schools for male teachers has been raised from three to ten, including the four new ones now being built. Moreover in each district a one-year class for the practical training of lower primary teachers has been opened as a supplementary measure. A normal school for female teachers has been opened at Lucknow, and grants have been given to four similar aided schools. A Training College for teachers in English schools was founded in 1896 and has done valuable work in supplying teachers of a superior type for our high schools. A class for the training of teachers for European girls' schools has been supported by a liberal grant-in-aid at the All Saints' School, Naini Tal, since 1897. Female education has had its full share in the general progress: village lower schools have, though only to a limited extent, been thrown open to girls as well as boys, many new schools have been established, and the number of native girls under instruction has nearly trebled in the last eleven years.

2. It was in my annual report for the year 1896-97 that the attention of Government was first clearly directed to the excessive unevenness in the distribution of public funds for education in the different divisions of India, and to the unreasonableness of looking for equally good results from provinces which are treated with such various degrees of favour. Last year I brought the figures up to date and exhibited them in a more striking form. The lapse of eight years had left the United Provinces where it was at the beginning, still at the bottom of the list, save for the small and newly created North-West Frontier Province, and even that, in its initial stage of existence, is nearly as well off. It is true that during the interval the public expenditure per thousand of the population increased from Rs. 44 to Rs. 80, that is by Rs. 36, in the United Provinces, an improvement which looks satisfactory enough if our eyes are closed to the progress made elsewhere in the same time. But in Bombay, which heads the list, the corresponding increase has been Rs. 57 or from Rs. 188 to Rs. 245, native states being excluded from the calculation in both cases. The comparison with the leading presidency is therefore less favourable than it was at the earlier date, and relatively to the general advance we appear to be sinking yet lower in the scale. The anomaly of this distribution of the taxpayers' money could not but attract attention, and it was accordingly brought before the Viceroy's Legislative Council last March on behalf of the province; it calls for careful consideration and for the adoption of very special and exceptional measures. To go on in the future as in the past will not set things right; the rate of normal expansion is fixed too low to enable district boards to keep pace with the wishes and needs of the people. If the United Provinces are to overtake other parts of India the need of a much more liberal expenditure on education must be fairly faced and practically met. Something may indeed be urged against a too rapid advance for which the present machinery may be found inadequate, and there could be no reasonable objection to the movement being moderated if its continuance were assured; but what is slow is not always sure. After much consideration of the circumstances I have ventured to suggest that the problem might be satisfactorily solved if an immediate addition of at least 20 lakhs were made to educational expenditure, and a similar further increase were provided on the successive renewals or revisions of the provincial contract with the Government of India, until the inequality, in so far as it may be admitted to be unjustifiable, is removed. At the present time a great improvement is actually taking place; it will be shown in the next chapter that during the last twelve years there has been an increase of more than 20 lakhs, and that this has doubled the public expenditure, and has brought the outlay per thousand of population this year up to Rs. 87. But this obviously does not go far enough, and District officers now agree that many more grants are required, and that the United Provinces will continue to be the most illiterate in India unless a much larger expenditure on primary schools is possible. I have felt it incumbent upon me to deliver my conscience,

and say one last word before I go, in the interests of the people among whom it has been my fortune to serve and whose claims appear to have been inadvertently overlooked.

The result of twelve years' labour, to which there have been many contributors, is that the efficiency of education has improved in many ways, the Government grant has been doubled, the operations of the Department have been much extended, the number of officers in all grades has considerably increased, and their status has been rendered more attractive to young men of ability, while the new encouragements given to education have resulted in a large increase in the roll of scholars. These things are as the realization, however partial, of a dream, which twelve years ago would to most people have seemed too good to come true within this period.

3. Some salient events in the history of the year will bear recapitulation in this place.

The visit of Their Royal Highnesses the Prince and Princess of Wales evoked the widest enthusiasm, which was partly and usefully expressed in generous contributions towards various educational objects chosen to serve as permanent memorials of the auspicious occasion. Subscriptions amounting to 10 lakhs of rupees for a Medical College at Lucknow were announced, and the Government has undertaken to make suitable provision for its maintenance; in this connexion the Government also proposes to found a chair of Biology at the Muir Central College, so that instruction in science in that institution may be extended to include the preliminary studies required before a student enters upon his more technical training for the medical profession. At Benares about one lakh of rupees were subscribed for a Sanskrit Library in connexion with Queen's College and the associated Sanskrit College; and the Central Hindu College is raising funds to build a Technical Institute to be in charge of a qualified Engineer from England. At the Muhammadan College at Aligarh money has been forthcoming to establish a Prince of Wales School of Science.

The female education committee presented its report in the course of the year, and a practical scheme for encouraging the education of girls was framed, following the general lines of the committee's recommendations. But the Government found itself unable to adopt the scheme for want of the requisite funds. An Indian Service Inspectress is, however, to be appointed; some extension of normal school training has been sanctioned; and during the present year money is being found to supplement the salaries of teachers with small capitation grants for every girl attending a school.

Arrangements have been made for an important development of the Thomason Civil Engineering College at Roorkee, for erecting new laboratories, for extending the workshops, for building more residential quarters, for enlarging the Engineer class, and for opening a new technical class for the training of a superior type of mechanics and electricians.

In the Government colleges an addition of an Indian Service professor on the literary side and of four provincial professors has been sanctioned, and the salaries of provincial appointments have been substantially increased.

Aided colleges have received considerable grants for new buildings; and a European professor of Arabic with an Indian assistant professor will be engaged at the Muhammadan Anglo-Oriental College, the charges being defrayed by Government.

The question of improving the pay of headmasters of English schools in the highest grades, and of headmasters and assistants in vernacular secondary schools, with the admission of the latter to pensions, has been before the Boards, who, however, generally plead inability to find the funds for these reforms from their own revenues, and so make the adoption of the proposals depend upon the power of Government to come to their assistance.

Classes of institutions.	1905-1906. Institutions.	Scholars on the 31st March.	Average number on the rolls.
PUBLIC INSTITUTIONS.			
University Education.			
Arts Colleges ... For men	23	2,933	2,668
Arts Colleges ... For women	6	37	37
Professional Colleges	9	785	750
School Education, General.			
Secondary schools for boys ... English	197	31,608	30,123
Secondary schools for boys ... Vernacular	329	46,797	43,747
Ditto for girls ... English	44	3,738	3,711
Ditto for girls ... Vernacular	2	97	79
Primary schools for boys	9,156	3,91,402	3,61,188
Ditto for girls	643	20,185	18,322
Technical and Industrial Education.			
Training schools for masters	52	912	895
Ditto for mistresses	7	154	146
Other Special Schools	74	3,491	3,378
Total, public institutions for 1905-1906	10,542	5,02,139	4,65,044
Total, public institutions for 1904-1905... ...	9,418	4,34,047	4,23,894
PRIVATE INSTITUTIONS.			
Advanced schools, teaching:—			
Arabic or Persian (for boys)	549	9,127	
Ditto (for girls)	...	...	
Sanskrit (for boys)	328	5,745	
Ditto (for girls)	...	...	
Elementary schools, teaching:—			
A Vernacular only or mainly ... For boys	2,579	36,714	
A Vernacular only or mainly ... „ girls	141	2,395	
The Qoran ... For boys	1,362	16,746	
The Qoran ... „ girls	121	1,147	
Other schools not conforming to Departmental standards.	86	2,323	
Total, private institutions for 1905-1906 ...	5,166	74,197	
Total, private institutions for 1904-1905 ...	4,793	68,342	
GRAND TOTAL FOR 1905-1906	15,708	5,76,336	
GRAND TOTAL FOR 1904-1905	14,211	5,02,389	

CHAPTER II.

General Summary.

4. The record of the year's work is happily one of exceptional progress. As one Commissioner remarks, educational work is keenly prosecuted and it is refreshing to find steady improvement all round. The number of public educational institutions has increased by 12 per cent., and is now considerably more than double what it was twelve years ago. The increase of nearly 400 private institutions only goes part way towards making good last year's falling off among these. To secondary schools there have been 24 additions, to primary schools for boys 937 and for girls 107, and training schools for masters and mistresses have gone up with a leap from 8 to 59.

The enrolment of scholars shows a corresponding growth, the increase amounting to 73,947 for the year, or nearly 15 per cent. on last year's returns, and more than 1 per cent. of the total population reckoned as being of school-going age. More than nine-tenths of this increase occurs in public institutions. Compared with the figures of 1895 the number of scholars has increased by more than 95 per cent.—has therefore nearly doubled. This progress has been made almost entirely in public institutions, private institutions contributing less than 1 per cent. of the total increase. More than one-half of this advance of eleven years has been made during the last five years. Since public institutions, which are subject to inspection and to the verdict and guidance of experienced officers, are as a rule worthy of greater confidence than the miscellaneous schools classed as private, a study of the details of the great expansion that has taken place will add to the satisfaction given by the general result.

The percentage of children under instruction to those of school age has gone up in one year from 7·02 to 8·06. In 1895 it stood at 4·2, in 1901 at 6·06. The percentage for the United Provinces now compares favourably with that of the Central Provinces ten years ago, and not very unfavourably with that of the Punjab at the same date. But, as a matter of course, those provinces have gone on in the meanwhile, and the United Provinces are still left behind. This therefore is not the time to come to a pause in the forward movement. *Vide* General Table I.

In eleven years the number of Hindu scholars has increased by 109 per cent.; of Muhammadans by only 57 per cent.; but the numerical increments are in just proportion to population. Native Christians have not made any great advance, the increase on the small numbers concerned being 67 per cent.

5. The grand total of educational expenditure from all sources, public and private, so far as it finds a record in the departmental returns, reaches the sum of Rs. 66,21,318 for the year, the increase since the preceding year being nearly as much as 9 lakhs. In round numbers this increase is made up of Rs. 3,12,000 spent directly on the maintenance of educational institutions, Rs. 4,73,000 on buildings and apparatus, Rs. 57,000 on inspection and Rs. 18,000 on scholarships. The total of over 66 lakhs is double the amount reported in 1894. *Vide* General Table IV.

Turning to the expenditure from public funds, provincial, local and municipal, it appears that the total sum comes to Rs. 41,58,499, being nearly 7 lakhs more than in the previous year. The details of the increase are these:—direct charges Rs. 2,29,000; buildings and apparatus Rs. 3,61,000; inspection, the whole of the Rs. 57,000 mentioned above; scholarships Rs. 11,000. Like the grand total of expenditure from all sources, this major portion, which is derived from public funds, has doubled since 1894, the increase in this case being more than 20 lakhs. I have before me the report for the year 1885, from which it appears that for the ten years from that date educational expenditure remained stationary. Then as now public funds are found to provide something like two-thirds of the total expenditure in these Provinces. Fees make up most of the remaining third, and these have increased since 1895 from Rs. 8,42,000 to Rs. 12,88,000.

The municipal expenditure included in these totals is a comparatively small part of the whole, being less than one-twentieth of that derived from public sources.

The present distribution of public funds on various educational objects is approximately 23½ lakhs directly on schools and colleges, 4 lakhs on inspection, and 9⅔ lakhs on buildings and apparatus. The last of these items is not one that

progresses with any regularity, and it is not likely to be maintained permanently at this figure; but some of the expenditure included in it will be continued in the form of direct disbursements on the maintenance of certain special schools.

Five out of the twenty lakhs, which, after a long period of stagnation, measure the increase in public expenditure for the last twelve years, were found in the first seven years of this period. The remaining fifteen lakhs have been added during the *quinquennium aureum* of the administration which is now drawing to a close; and towards this the Government of India have made special contributions of $12\frac{1}{3}$ lakhs, *viz.* 5 lakhs in 1902, 6 lakhs in 1905, and $1\frac{1}{3}$ lakhs for University education in 1905. Thus in five years the general revenues of the province have only been able to meet increased charges to the extent of $2\frac{2}{3}$ lakhs, though it may be anticipated that the record of the current year will add to this.

It will be instructive to note how the expenditure from public sources upon different objects has varied during the last twelve years. Thus on colleges it has grown from Rs. 2,80,000 to four lakhs, or increased by more than one-third; on schools (general) it has risen from $10\frac{3}{4}$ to $17\frac{1}{3}$ lakhs or by nearly two-thirds; on special schools from Rs. 93,300 to Rs. 2,07,000, a multiplication by $2\frac{1}{4}$; on inspection from Rs. 2,59,009 to Rs. 4,14,000, an increase of about two-thirds.

It is curious to note that the doubling of the public expenditure has been accompanied by a proportionate increase in the total number of scholars.

Results of Examinations.

		1905-1906.	1904-1905.
M. A. and D. Sc.	Candidates	47	25
	Passed	15*	16
B. A.	Candidates	375	268
	Passed	244	161
B. Sc.	Candidates	22	22
	Passed	11	11
Intermediate examination	Candidates	641	612
	Passed	299	272
Entrance	Candidates	1,367	1,484
	Passed	450†	869
School Final	Candidates	580	540
	Passed	300†	389
Vernacular Final	Candidates	5,035	4,087
	Passed	3,800	2,724
Primary	Candidates	18,204	16,619
	Passed	13,857	12,164

6. The change in the number of candidates from the United Provinces at these examinations since 1895, will throw some light on the development of education in its various stages. The number of postgraduate students reading for higher degrees has increased, but not to any remarkable extent, and it seems destined to remain small under existing conditions. It is unfortunately not yet the custom for Bachelors of Arts or Science to fill up the time until they obtain suitable employment by prosecuting their studies to a more advanced stage. For the Bachelor's degree some 50 per cent. more candidates now appear, at the Intermediate examination there is little numerical progress and at the Entrance and School Final, which are both matriculation examinations, practically none. It may be inferred that the Intermediate examination is now less a goal in itself than it formerly was, and also that college education has developed more rapidly than high school education; possibly too, we may interpret the figures as testifying to an improvement in the quality of school work as better qualifying students to enter upon further study.

* Excluding the 3rd D. Sc. examination of which the result is not yet known.
† Excluding the Meerut Collegiate School of which the result is not yet known.

CHAPTER III.

Controlling Agencies.

7. Mr. C. F. de la Fosse, Assistant Director of Public Instruction, was away on leave for more than seven months of the year, and was for a portion of this time placed on special duty to acquaint himself more thoroughly with the systems of school inspection and of the training of teachers in Great Britain, on both of which subjects he has written careful and useful reports ; he has also been on special duty for the revision of the Educational Code, a piece of work that is not yet completed. During his absence his place was taken by Mr. F. J. Moss, who worked with zeal and thoroughness and rendered good service.

Among the inspectors Mr. F. G. Housden was transferred to the head-mastership of Bareilly, and Mr. Moss was selected to succeed him eventually ; but in the meantime Mr. M. N. Dutt, B. A., was appointed to officiate in the vacant inspectorship, and has fully justified his nomination. In December Mr. C. E. Welby of the Indian Educational Service, Inspector of the Agra Circle, retired on attaining the age of 55 ; and Mr. G. N. Chakravarti, senior inspector in the Provincial Service, was appointed to officiate in the vacancy thus occasioned in the higher service. Mr. Welby won the good opinion of the public by the fairness and soundness of his work ; and the Indian Press could not forbear to speak well of him when his retirement was announced. The officiating vacancy among Provincial Service inspectors was filled up by the appointment of Pandit Ikbal Kishan, M. A., who has shown himself capable, conscientious and thorough.

In January 1906, Mr. J. Murray, Inspector of the Hill Circle and of European schools, proceeded on leave for seven months, and Mr. Moss was relieved of the Assistant Directorship and appointed to fill his place. Owing to the temporary promotions thus made in the course of the year, there have been also officiating appointments to the ranks of Assistant Inspectors, *viz.*, Babu Ganga Sahai Shinghal, B. A., in the Agra Division, and Pandit Sukhdeo Tiwari, B. A., at Lucknow.

8. The scheme for regrading the district inspecting staff and improving the pay and prospects of its members, the deputy and sub-deputy inspectors of schools, has been carried into effect during the year. According to the old scale the pay of these officers ranged from Rs. 40 to Rs. 150 per mensem ; it now rises from Rs. 50 to Rs. 175, and the grade of Rs. 50 is retained only for sub-deputy inspectors during their period of initiation and probation. Additional sub-deputy inspectors were appointed in ten districts, and since the close of the year in eight more. It may be remarked that the numerical strength of the district inspecting staff in 1895 was only 76 ; now, with the appointments prospectively sanctioned out of the six-lakh grant, the number will go up to 161.

Since the control of vernacular education rests largely with the district inspecting officers, the importance of securing the right men for these appointments is obvious, and the large increase in the number of schools to be inspected has required a corresponding increase to the staff. Hence the above reorganization. The chairman of a district board recently wrote to me that in his opinion the *personnel* of these grades of the inspecting staff was the least satisfactory feature about the department. It is hoped that the new conditions will attract men of higher qualifications to fill new appointments and to step into the place of older men retiring from the service. But sub-deputy inspectors are appointed by the district boards to which they are attached, and not by the department, in which there is vested only a right of veto, which cannot be constantly exercised in order to force upon a district a man of superior attainments ; for differences and correspondence on these matters bring work to a stand still for months at a time. There is a tendency on the part of some boards to insist upon the appointment of one of their own clerks, sometimes well on to middle age and of the poorest educational qualifications, as a reward for clerical work in the Board's office ; and it has been a long and troublesome task to persuade them to give in and accept a more suitable man. If a Board's nominee came up to a minimum standard of qualification, the department has not

had authority to reject him in favour of a better man. Hence the best men, even if they are applicants for appointment in this branch of the service, cannot be sure of being chosen before others who are manifestly their inferiors. One consequence is that chairmen not infrequently make serious complaints of the incompetency of inspectors appointed during the time of their predecessors, and persist in demanding their transfer to other districts, a proceeding which cannot be carried out without the consent of the boards of the other districts concerned, and a consent which they certainly will not give unless they are kept in the dark as regards the circumstances of the desired transfer ; and the department would not be justified in facilitating the transfer by concealing the truth. Some improvement will follow recent orders of Government reserving these appointments in the future for University graduates or trained teachers. But my own conviction is that more than this is needed in order to make vernacular education all the benefit that it should be. A system of training for teachers has been introduced and men are not now selected haphazard for school work, as they were a few years ago. But in the inspecting branch it is different; men are still entrusted with duties for which they have had no appropriate training, and in the performance of which they often fail; and the people are the sufferers. Why not give to those who want education not only trained teachers but duly qualified inspectors as well? An inspecting officer should obviously be himself a well educated man ; and in order that he may know what it is right to expect in a vernacular school he should himself have passed through a course of training, followed by a period of service on the staff of a normal school where vernacular teachers are trained, including the model school where they obtain practical experience. A graduate who has himself been trained, and has then become thoroughly familiar with the practice and principles of normal school and model school by serving in them full two years, would be as well qualified as it would be possible to make him for undertaking the inspection of vernacular schools in the districts. The adoption of such a method of preparing inspectors for their work, in the interests of thoroughness, that is for the ultimate good of the province, would involve a reorganization of the staff of the normal and model schools and some very moderate additional charges on that account, which could easily be met if the educational allotment in the United Provinces is allowed to expand as in other divisions of India.

9. This is the last opportunity that I shall have to acknowledge the good work that has been done by the clerical staff of my office, and I am glad to avail myself of it and especially to mention the intelligent and valuable assistance that I have received from Mr. K. P. Kichlu, M. A., my Head Assistant, and Pandit Kali Prasad, B.A., the 2nd Assistant, as likewise from Pandit Shambhu Nath Sukul, B.A., who is in charge of the catalogue department. The clerical establishment of inspectors' and assistant inspectors' offices is not altogether satisfactory, the pay offered being in some cases too poor to secure competent men. With the increase of schools and scholars the work and responsibility of these offices has increased, and it is a public inconvenience to rest contented with badly qualified clerks, recruited without any test and without the guarantee that they possess the requisite qualifications for their duties ; such men are a drag upon the energies of the officers under whom they serve, and upon the controlling work of the Department.

CHAPTER IV.

Collegiate Education.

10. *The University.*—The year under report was one of special importance in the history of the University, as within its course the University accomplished its reconstitution in accordance with the requirements of the Indian Universities Act of 1904. In the new Syndicate there is no longer an *ex officio* representation of the leading colleges, but in addition to certain *ex officio* members there are fifteen others chosen to represent the various Faculties. Of the Faculties that of Arts, which has to receive into itself all Fellows who are not specially qualified to serve on the Faculties of Science or of Law, is much the largest.

The Faculties are empowered to associate with themselves a limited number of persons who, not being Fellows of the University, possess special knowledge of the subjects of study represented by the Faculty. The Faculty of Arts elected eleven and the Faculty of Science five such associates.

Two new Boards of Studies were created, one for Vernacular Languages, which have become more important in the Matriculation course, and one for Teaching. Two Boards instead of one take charge of History and Geography and of Political Economy. There will also be a separate Board for Biology.

The popular character of the reformed University is emphasised by the opening of the meetings of the Senate ordinarily to press reporters.

The new regulations prescribe the periodical inspection of affiliated colleges, and rules for this purpose have been drafted and accepted by the Senate.

The Entrance and School Final examinations will in future be amalgamated into one Matriculation examination, in which English, Mathematics, History and Geography are compulsory subjects and the remaining subjects (a classical language, a second classical language, Physics and Chemistry, an Indian Vernacular, a Modern European language, Drawing, Agriculture with Surveying) may be taken in optional groups of two, one of which must be from among the three first mentioned.

In the Intermediate examination Mathematics has ceased to be a compulsory subject on the literary side, a change which has given rise to a great deal of dissatisfaction, particularly since it was carried by a casting vote in a small meeting.

An important change has been made by the recognition of Biology as a subject for the B. Sc. examination, and by dividing the Chemistry course into two, *viz.*, Inorganic and Organic. These three courses of study combined will qualify a student who satisfies the examiners in them to take this degree; and the change is designed specially to suit those who intend to proceed to the study of medicine.

A degree of licentiate in teaching has been instituted, the examination for which will be open to graduates in Arts or science who have prosecuted a course of study in a Training college affiliated to the University.

There are other alterations in the higher examinations which it is unnecessary to enumerate here.

On the retirement of Mr. C. Dodd from the Registrarship after having held the appointment for a period of twelve years, Dr. G. F. W. Thibaut, C.I.E, was elected to succeed him. Under the new regulations the appointment is for three years instead of two.

Income and expenditure.

On the 1st January 1905, the opening balance was about Rs. 4,200; the ordinary income for the year exceeded Rs. 65,000; and a grant of Rs. 48,000 was received from the Government of India. The total expenditure was under Rs. 59,000. A sum of Rs. 35,000 has been invested as a fixed deposit in the Bank of Bengal. In view of the recent annexation of new areas by the University, and the growth of the examinations which must follow, it would appear that the financial outlook offers no grounds for anxiety. In 1895, the University was in a flourishing condition and able to add to its investments, but in the meantime it

has been in financial straits, from which, however, under the new conditions, it seems to have satisfactorily emerged. The grant for University education from the Government of India has not been maintained at Rs. 1,33,000 as last year, Rs. 48,000 of which was handed over to the University to disburse; it has been reduced to Rs. 80,000 a year for the remaining four years, and one moiety of this will be placed at the disposal of the University for certain purposes.

Arts Colleges.

11. During the last twelve years one state college at Fyzabad has been closed; it was but a college class attached to a high school.

Three new aided colleges have taken their place on the grant-in-aid list, *viz.*, Christ Church College, Cawnpore, St. Andrew's, Gorakhpur, and Isabella Thoburn College, Lucknow; and St. John's College, Agra, has joined them from the current year.

The number of unaided colleges for Indian students has increased from five to six. The four colleges that have been opened during the twelve years are the Kayastha Pathshala (1895), the Central Hindu College (1898), St. Andrew's (1899) and the Christian College, Allahabad (1902). The first and third of these are second grade colleges preparing students for the intermediate examination only.

In the first seven years of the twelve there was a fall in the number of students from 1,520 to 1,248, but the lost ground is being rapidly regained year by year. In my last report, I recorded an increase of 371, and that is now followed up by a further increase of 265, bringing the total on the 31st March to 2,090. The growth in the number of college students does not yet correspond with the general advance in the schools, but there is naturally a lag in the tide before it reaches this farthest port; and signs are not wanting that the time of the flowing tide in collegiate education is coming on.

Vide General Table III.

In the course of twelve years, while the number of students has increased by one-third, the provincial and total expenditure and the average fee have all increased by one-half. In agreement with these data it is found that the total fee income has nearly doubled. In state colleges the average fee was Rs. 43 : it is now Rs. 93 ; in aided colleges it was Rs. 34 and is now Rs. 62-8-0 ; in unaided colleges for Indian students it has risen from Rs. 26 to Rs. 37, or nearly to the fee in state colleges in 1895. On the earlier date the fees in state colleges were Rs. 3 and Rs. 5 in the Intermediate classes and Rs. 5 and Rs. 6 in other classes, being different in the different colleges, but they were then raised to Rs. 8, Rs. 10 and Rs. 12 per mensem in the Intermediate, Bachelor of Arts and postgraduate classes; at the same time aided colleges were required to raise their fees to a minimum of three quarters of those prescribed for Government institutions. It is very satisfactory that notwithstanding these enhanced fees a vigorous expansion of university education is in progress. But the raising of the fees to the present rates undoubtedly stopped the forward movement for a time, until unaided colleges came forward to help poorer students by opening a wider door for them.

During the whole period the average annual charges sanctioned for the personal establishment of the two state colleges on account of teaching, &c., has increased from Rs. 1,25,500 to Rs. 1,60,700 or by more than Rs. 35,000. This will be further augmented by Rs. 10,000 or more when classes in biology are opened.

This growth of expenditure on college education suggests that the period has been one of development, but it gives no hint as to the direction of the progress. There are two ways in which a great change has been brought during the last twelve years. The first is the provision of facilities for the study of science. In 1895, each of the two state colleges was allowed one professor of science; there are now four at Allahabad, and the appointment of a fifth is contemplated, and there are two at Benares. In aided and unaided colleges the same movement has been strongly marked, and everywhere money has been spent freely to equip physical and chemical laboratories. At the beginning of the period there was no separate Faculty of Science, and this subject was but one of the four subjects which a student might select for his degree examination in Arts. The Faculty of Science has since been created, and it now provides two complete and alternative courses in science for the B.Sc. degree. There is every indication

that the study of science will to a still larger extent in the immediate future replace purely literary studies in the Allahabad University. Another improvement that deserves mention is the very general establishment of well built and well managed hostels for the residence of students at all colleges, with scarcely an exception. A third development may also be mentioned, the attention given in most colleges to physical training and manly games. The decision of the University to allot Rs. 1,000 every year to institute and maintain a University tournament, and the example set by the Muhammadan Anglo-Oriental College have been the main contributors to the success of this beneficial movement.

12. *Muir Central College.*—Dr. Thibaut retained the principalship until after the close of the year, but has since retired from the service. In January he was admitted a Companion of the Order of the Indian Empire in recognition of his exceptional merit as an educational officer for thirty-one years, and of his distinguished attainments and achievements as a scholar of European reputation. He is the third member of the educational service still residing in the province upon whom this distinction of admission to the Indian Legion of Honour has been conferred.

Twelve years ago, the staff of the college numbered 12: there are now 17 professors. There was then one professor of science, there are now four, two junior professorships having been added during the year. An additional professor of mathematics has also been appointed, making three teachers of this subject. Another Indian Service professor has been allowed on the Arts side; and one for biology will, it is believed, be sanctioned immediately. The status and pay of the provincial staff of professors here and in Queen's College, Benares, have been greatly improved during the course of the year.

The work of the staff has been well done throughout, and the retiring Principal specially records his high appreciation of the services of the Indian members of the staff, particularly of Pandit Ganga Nath Jha, Professor of Sanskrit, and of Babu Umes Chandra Ghosh and Babu Abhay Charan Mukerji, junior professors of mathematics and of English, respectively.

The enrolment on the 31st March stood at 264, an increase of 30 on the corresponding number for the preceding year. Twelve years ago the numbers were considerably higher, the average enrolment for the year 1894-95 being 319. The enhancement of the fee rates and the growth of cheaper aided and unaided colleges account for the change.

The gross expenditure for the year amounted to Rs. 93,363, being a decrease of Rs. 8,245, accounted for by the leave or transfer of senior officers who were replaced by juniors on lower pay. The recent expansion and improvement of the staff will add largely to the annual expenditure. The charges met from public revenues, other than fees, &c., received through the college, come to about Rs. 70,000, as against Rs. 46,558 in 1895, an increase of 50 per cent.; or to Rs. 265 per student as compared with Rs. 146 at the earlier date. These figures show the liberality with which Government has encouraged higher education; and, as has been explained, circumstances have reduced the cost this year below the normal now established.

The income from fees was Rs. 23,172, or nearly Rs. 88 per student, being one quarter of the total cost; the increase in the income so derived is nearly 30 per cent. more than it was twelve years ago; but the increase per student is over 50 per cent.

The boarding house accommodation remained the same as last year; but the fine and spacious main building of the MacDonnell Boarding house is now approaching completion and will soon provide excellent rooms for 72 residents.

13. *Queen's College, Benares.*—The attendance has fallen off from 219 to 119 since the year 1895, the effect of the proximity of another college where a lower scale of fees is in force; but, notwithstanding this, the year has brought an increase of 28 students.

During the last twelve years the average sanctioned expenditure on the staff has expanded from Rs. 45,648 to Rs. 49,500, a second lecturer in science having been appointed in 1895, and the pay of the provincial professoriate having recently been much improved. In the same period special grants have been

made amounting to Rs. 4,248 for science teaching, and Rs. 7,845 for providing excellent playing fields adjoining the college. In 1904 the school department was removed to a new building erected close at hand, and the fine building of the college is henceforth reserved exclusively for the use of the Queen's College and the Sanskrit College, over both of which institutions Mr. A. Venis continues to preside as Principal.

Benares is the traditional home of the oriental learning of the Pandits, and as such it has properly received generous consideration at the hands of the Government. It is moreover the natural centre of the highest Sanskrit studies for graduates drawn from all Indian Universities; and for the encouragement of advanced study and research amongst these English graduates, who have hitherto too rarely distinguished themselves as Sanskrit scholars, the Hon'ble Munshi Madho Lal has founded—one among numerous instances of his public spirit and munificence—the Sadho Lal scholarships: but it would seem that something more is required after the manner of the provision for the teaching of Arabic to students of similar standing which Government has sanctioned at the Aligarh College. But one's dreams for the future of Benares travel still further; Sanskrit is attracting the attention of western philologists more and more as time goes on, and is therefore growing in importance for European and American students, many of whom would be glad to come and sit at the feet of the Pandits. They need however to know that there is a place prepared for them, and that there are guides ready to lead them to the abstruse and unfamiliar thought of native Oriental scholars. In the development of Sanskrit research, Benares is marked out as the natural world-centre rather than Baltimore; and it could be so made without much difficulty, and greatly to the advantage of Benares, of India, and of classical scholarship throughout the world.

14. *Canning College, Lucknow (aided).*—Plans and estimates for the new buildings to be erected in the Badshah Bagh have been under discussion during the year; and Government has sanctioned a special grant of Rs. 5,000 for the science laboratories and Rs. 50,000 for a hostel for students. It is hoped that the latter with accommodation for a hundred residents, will be completed in the course of the year.

A slight rise in the enrolment during the year is to be noted; but the number of students, 223, is 56 less than it was in 1895.

15. *Agra College (aided).*—The enrolment at the close of the year rose to 176, fully recovering the loss reported last year. But in 1895 the numbers stood at 250. In the last twelve years the annual grant has remained unaltered at Rs. 7,000, but the fee income has increased from Rs. 7,928 to Rs. 10,634, and during this period building and other special grants have been sanctioned aggregating Rs. 22,000. In order to provide adequate facilities for teaching science there has been a considerable expenditure on the physical and chemical laboratories which are now well equipped. The movement for a new students' hostel is making satisfactory progress and the subscriptions exceed Rs. 20,000; the total estimated cost of the building is Rs. 65,000, and Government has increased the grant towards the project to Rs. 30,000.

Physical exercises receive more attention than in the past, and the college is able to take a good position in the University tournament. Last year its eleven won the challenge shield for cricket.

The death of Raja Jai Kishan Das, one of the oldest trustees of the college, has deprived the institution of a good and generous friend who was always ready to advocate its cause and to labour in its interests; in various ways he was one of the greatest benefactors the college has had.

16. *Muhammadan Anglo-Oriental College, Aligarh (aided).*—This is the largest college in the province, and is constantly growing. In 1894 the attendance numbered 122; in February this year there were 363 students, apart from those devoting themselves to Law and to commercial training. The boarders number 336. Seventeen of these students, four being boarders, are Hindus.

The general expenditure on the college, exclusive of the cost of new buildings and similar non-recurring charges, was Rs. 35,042 in 1894, and Rs. 36,944 in 1902; last year it amounted to Rs. 40,028. The grant made by Government

in 1894 was Rs. 8,084; in 1902 it was Rs. 12,000, and for the future the annual grant has been raised to an average of Rs. 25,400, with a maximum of Rs. 26,400. From 1894 to the present time building and other extra and non-recurring grants have also been sanctioned to the extent of Rs. 40,000, of which a half has been found during the last five years. This great Muhammadan movement has thus enjoyed the sympathetic and liberal support of the Government; nor has this been limited to the items here mentioned, for it has also been extended to the school department with the same generous spirit. Some details of the management taken from the report of the Principal, Mr. Archbold, will be read with interest. It has been arranged to hold formal examinations three times a year and to communicate the results to the parents and guardians of the students. Also the weekly work in the classes is recorded, and the general result together with the impression of the proper authorities with regard to conduct is entered in a character book, so that a careful estimate of each student will be preserved for reference in days to come. Attention has been given to improving the library which was formerly inadequately supervised by poorly paid assistants. It is recognised that a good library is an important factor in education, and an intelligent use of it a most desirable product of education; and that there are some branches of study that not only benefit from but absolutely require some system of wide reading.

Two new departments are to be added to the college. A grant made by Government for the purpose has enabled the authorities to establish a properly staffed school of Arabic learning, for which a European professor and a Muhammadan assistant will be appointed; the grant is given to pay their salaries, that of the professor being Rs. 750 a month rising by regular increments to Rs. 1,000 after five years, and that of the assistant being fixed at Rs. 200 a month. A large number of scholarships have been founded, and it only remains for Muhammadan students to come forward and take them, with all the advantages they offer. In the first instance classes for the M. A. degree will be opened, but it is hoped that in time students will be found to continue in residence and pursue their studies of Arabic language and literature even beyond that stage.

Moreover in order to commemorate the visit with which Their Royal Highnesses the Prince and Princess of Wales honoured the college, a Prince of Wales Science school has been founded and will begin work immediately in temporary quarters, pending the erection of the fine building which is to be its future home, towards which a Government grant of Rs. 20,000 has been sanctioned.

As I have intimated, building operations to extend the accommodation of lecture rooms and hostels, for libraries, museums and college clubs, never cease in this vigorously flourishing institution, which is a monument to the wisdom and zeal of the late Sir Syed Ahmad Khan and his friends and successors.

17. *Bareilly College* (*aided*) has declined in popularity of recent years. Since 1894-95 the average monthly attendance has fallen from 123 to 101. The college has not, as a matter of fact, advanced with the times. The erection of the new buildings, which are now occupied, will be a help; but the augmentation of the endowment has only sufficed to make small increments to the salaries of the present staff of professors without adding to its strength, and as a teaching agency the college is where it was before the recent efforts for its improvement were undertaken. In these days a college must have laboratories for physics and chemistry and adequate teaching of science. In these particulars the Bareilly college is still deficient, and its funds remain insufficient to supply the need. The new classical courses for the matriculation are apparently tending to make science the more popular study in schools, and therefore in colleges.

18. *Meerut College* (*aided*) shows an increase from 65 to 88 in the enrolment. During the year affiliation to the University in science up to the B. A. standard has been granted, and the laboratories have been improved and suitably supplied with the essential apparatus, &c. It is interesting to record that Babu Ganga Ram, a student of the fourth year, has given Rs. 500, to be spent partly on X ray apparatus. The college estate has been acquired by the managing committee, and building operations have been in progress during the year in order to extend and improve the boarding accommodation. Subscriptions amounting to about Rs. 30,000 have been promised, of which over Rs. 23,000 have been realised. Towards the improvements now being made Government has given a grant of

Rs. 20,000, and has this year sanctioned an additional sum of Rs. 30,000. It is proposed to open an English hostel where parents who are willing to pay the higher fees may place their boys in charge of a European professor. The desire for special arrangements of this kind seems to be gradually spreading among the wealthier classes of the province.

19. *Christ Church College, Cawnpore (aided).*—Notwithstanding the continuance of plague in the city the number of students again shows a decided increase, *viz.*, from 77 to 101. In 1895 there were only 21. The large entry of 48 students in the first year class is a promising sign of continued expansion. The hostels which have been enlarged from time to time in recent years, are again found insufficient for the students who require quarters, and further extensions are desired. The hostels of this college are particularly well managed, being in charge of resident European superintendents who are always accessible to the students.

The expenditure on the college for the year amounted to Rs. 17,654; in 1894-95 it was Rs. 7,124. In the interval the annual grant has been raised from Rs. 1,200 to Rs. 4,800, in order that the European staff might be increased and that the Indian professors might receive more adequate remuneration. Building and other grants to the extent of Rs. 9,550 have also been made to the college during this time.

New laboratories and science rooms are shortly to be erected with a view to satisfying University requirements for affiliation to the B.Sc. standard, and so to retaining throughout their course those students who take up science in their intermediate course. As many as one half of the new first year students have taken science; and there is a clear indication that the majority of college students will before long be found on the science side.

20. *St. Andrew's College, Gorakhpur (aided)*, was affiliated to the University of Allahabad for the Intermediate course in 1903. The numbers remain small, having this year declined a little to 33. It is a mission college, in which moral and religious instruction are imparted daily upon a biblical basis. The Government grant is Rs. 1,200 per annum. It was hoped, as I mentioned last year, to purchase a bungalow adjoining the college for the purpose of converting it into a hostel for students; but the municipality would not sell the house and the proposal to provide boarding accommodation for students from the district has been abandoned. The college has the advantage of drawing its students largely from the excellent Jubilee high school in the same town, where they are as a rule well prepared to enter on higher studies.

21. *Kayastha Pathshala, Allahabad (unaided).*—The annual report distinctly shows the beginnings of better things. The number of students has increased from 43 to 64. The expenditure has been on a more liberal scale. Additions have been made to the science laboratory, and a plot of land adjoining the Pathshala premises has been acquired for a play ground. The library has been removed to a commodious building constructed for the purpose. A typewriting class has been opened, and it is proposed to provide instruction in shorthand.

22. *St. John's College, Agra (unaided)* has made satisfactory progress during the year. The staff is exceptionally strong, including in addition to competent Indian professors no less than five Church Mission Society missionaries, a retired member of the Educational Service, and for the business department an experienced Fellow of the Institute of Actuaries, London. The hostel accommodation has been increased and a new hostel with room for a hundred students has had to be taken in hand. Towards this extension a grant of Rs. 15,000 has been sanctioned from provincial funds. There will shortly be three separate playgrounds, *viz.*, for hockey, football, and cricket, the last being a gift from Government. The college has applied for a grant-in-aid, which has been sanctioned; it will accordingly henceforth stand among aided colleges. The steady increase in the number of students which I noticed last year has been again maintained and the average monthly enrolment has risen from 150 to 160, and brought an increase of fee income from Rs. 14,266 to Rs. 15,341. For two years in succession the first place in order of merit at the Intermediate examination of the Allahabad University has been won by a student of this college. The college moreover won the silver Trophy at the University football tournament. In fact, it rejoices in an excellent record for the year.

Mr. Louis Stahlschmidt, the newly appointed superintendent of the business department, hopes to raise the literary standard of candidates for clerical appointments in Government service by carefully training his students in official composition, précis writing, etc.

23. *Central Hindu College, Benares* (*unaided*) was opened in 1898, as the result of a movement of which Mrs. Besant was the guiding spirit, the object in view being to provide, by means of generous public subscriptions, the highest education in strict accordance with Hindu religious ideas and for fees that would bring it within reach of all who might desire it, so that it might be no longer the monopoly of the rich. It now occupies a prominent place in the educational system of the province. The increase in the enrolment continues, the number having now risen to 184. Classes for the M. A. degree have now been opened. Religious instruction being a special feature of the institution forms one of the subjects of the annual promotion examination—a practical way of insuring that it shall not be neglected.

In addition to the usual college boarding house, a smaller well-appointed house has been opened for those desirous of special advantages in the way of instruction and individual attention. The monthly fee charged is Rs. 60 and the boarders are under the direct supervision of the English head master and his sister, but all arrangements are in accordance with caste rules. Only twelve residents are accommodated in the house, and there is keen competition for admission.

Their Royal Highnesses the Prince and Princess of Wales honoured the institution with a visit during their stay in Benares.

24. *Reid Christian College, Lucknow*, (*unaided*).—The number of students attending this college is steadily increasing, and is now 65. The results achieved in the University examinations have been good. Many improvements have been carried out or are about to be undertaken. Among these is the erection of a new boarding house at a cost of Rs. 65,000, providing accommodation for a superintendent, masters and 125 students (including those of the commercial department); Rs. 45,000 have been promised for this object. New science buildings are much wanted, and a sum of Rs. 20,000 is already assured for this addition. Nearly Rs. 10,000 has been added to the permanent endowment during the year.

The college sustained a great loss in the death of Professor Sitla Sahai Saksena, B.Sc. Steps are being taken to secure henceforward two Science professors, one of whom will be a European.

The Commercial department continues to flourish; and it is intended to offer extended advantages to those preparing for a clerical or commercial career.

25. *Ramsay College, Almora* (unaided).—This is strictly speaking a high school where the managers have made arrangements for the teaching of local students up to the Intermediate standard of the University. The institution suffered much through the long illness and lamented death of Mr. Bullock, the acting principal. Permanent arrangements have been made to strengthen the staff by engaging a European professor in addition to the principal, with a view to attracting a greater number of students.

26. *The Christian College, Allahabad* (*unaided*) has made rapid progress since it was opened in 1902; the increase for the year was from 72 students to 111. Candidates from this college appeared at the B.A. and B.Sc. examinations this year for the first time. There is hostel accommodation for 70 boarders. The Princeton building, erected by the gifts of alumni of Princeton University, contains a student's common room, a reading room, a library, a Young Men's Christian Association room, residential quarters for an American professor and students' rooms. A three years' course in Electrical Engineering has been arranged beginning in July 1906; it will be open to those who have passed the Intermediate B course.

Oriental Colleges.

27. *Sanskrit College, Benares*—The number on the rolls on 31st March 1906 was 488 against 473 the year before. There were 105 candidates for the Acharya examination of whom 64 were successful. 348 candidates appeared in the

Madhyama examination of whom 126 passed, and 395 entered for the Prathama Pariksha of whom 153 satisfied the examiners. The number of examinees is almost exactly double what it was in 1895, testifying to the increased respect which the college has won, under the sympathetic and capable management of Mr. Venis, among the learned of this province and of other parts of India from which many of its pupils are drawn.

The college has suffered a great loss in the death of Assistant Professor Pandit Dina Nath Misra, a good scholar and a capable teacher.

The position of the pandits of the college has been much improved during the year, the salaries of their appointments being substantially raised. The range of pay was from Rs. 40 to Rs. 125. For the future it will be from Rs. 50 to Rs. 250, the average increase being from 25 to 100 per cent.

Among other oriental institutions mention may be made of the Lalit Hari Sanskrit and Medical College, Pilibhit. This was founded some five years ago by Rai Bahadur Sahu Lalita Prasad, Honorary Magistrate, and Sahu Hari Prasad, Bankers. These gentlemen have set apart landed property yielding an annual income of about Rs. 5,000, for the maintenance of the college under a registered deed of gift. Their object is to encourage the study of Sanskrit literature and grammar as well as the study of the Ayurvedic system of medicine. Every boy reading in the college is required to learn English, as at the Pathshala connected with the Central Hindu College. The Sanskrit branch is affiliated to the Sanskrit College, Benares, up to the Madhyama Pariksha (intermediate examination) and the Vaidyak branch to the Ayurvedic College, Calcutta. The education given is free, and it is open to all without distinction of caste or creed. Scholarships are awarded to all the students of the Vaidyak branch and to most of the students of the higher Sanskrit classes. The enrolment has risen to 175. There is a boarding house attached to the institution capable of accommodating some 30 boys; also a dispensary where students of the Vaidyak branch receive their practical training, and where patients are treated and medicines distributed gratis.

Fazil and Mulla examinations.—There were only three candidates this year for the Mulla examination, of whom two were successful, one from Chashmai Rahmat school, Ghazipur, and the other from the Canning College, Lucknow. There were again no candidates for the Fazil examination.

These examinations are continued year after year without any sign that they supply a general want. In 1895 I reported the same number of candidates as appeared this year. Sometimes the number rises to 6 or 7, but there is no permanent increase.

Colleges for Professional Training.

28. *Law classes.*—During the last twelve years the standard of liberal education required as a preliminary qualification for entering on legal studies has been raised, and a better class of law students has been secured. In the meantime the number of students has declined from 752 to 300. Their object used to be to go through the form of attending lectures, their purpose now is to study law, (*vide* para. 215 of the Annual Report for 1894-95). One class, at St. John's College, Agra, has been discontinued this year; and another, at Bareilly, is nearing extinction as there are not enough students to retain the services of a competent law teacher. Some other small classes are almost in the same plight. A scheme to improve the teaching of law at Allahabad and to place it directly under the control of the University is now receiving consideration; and the Government has offered a liberal grant to enable it to be adopted with every prospect of success.

29. *Thomason Civil Engineering College, Roorkee.*—The statistics of this college show very satisfactory progress. During the last eleven years there have been added the following classes:—electrical engineers, apprentice overseers, draftsman and computer, mechanical apprentices, and various industrial classes. The number of students has grown from 189 to 430. In the civil engineer class the increase has been from 31 to 60, and there are 8 others in the electrical engineer class; in the upper subordinate the numbers have risen from 59 to 79, and in the lower subordinate from 85 to 124; in the military survey classes from 14 to 30. Besides these there are 16 apprentice overseers, 13 draftsmen and computers, 42 mechanical apprentices, and 58 in the industrial classes. The

number of Europeans has expanded from 60 to 82, of native christians from 2 to 5, of Hindus from 95 to 284, and of Muhammadans from 31 to 59. The Hindus do not send their share of students according to population, though they have gained considerably on the Muhammadans during the period. Turning to finance, it appears that the total annual charges of the institution have increased by nearly one lakh of rupees, but at the same time the income which accrues to the college from various sources is represented to have increased by more than a lakh, so that there has been an actual decrease in net annual expenditure. Fees received for examinations and tuition have gone up from Rs. 5,600 to Rs. 31,300, and have paid for most of the increased charges incurred on account of education. In eleven years a sum of Rs. 2,10,000 has been expended on capital charges such as improvements to the buildings, apparatus and plant.

The college has done well during the year. All the students of the third year engineer class have passed; the upper subordinate class is below the average, but has attained fair success; the lower subordinate class maintains its reputation as the hardest working section of the college; the mechanical apprentice class is, in the Principal's opinion, fulfilling its early promise.

And now again there is to be a new departure. In paragraph 31 of the Indian Educational Policy, the Government of India state that technical education in India has hitherto been mainly directed to the higher forms of instruction required to train men for Government service as engineers, mechanicians, electricians, &c., and for employment in railway workshops, cotton mills, and mines; and they add that the Engineering College at Roorkee, amongst others, has done and is doing valuable work in this way. In this province there is an increasing number of small cotton mills using machinery, the use of electricity for light and power is extending, and motor cars are becoming familiar objects. The mechanical apprentice class at Roorkee has not hitherto trained men of sufficient general education, or given them any scientific knowledge of mechanical principles or of the action of steam or electricity, such as are required, in addition to the practical training of a mechanical workshop, to fit them for responsible posts as competent mechanicians and electricians to meet the demands of the present industrial development of the province. In order to supply the growing need, it has been decided to add a 'technical class' to the Thomason College after the summer vacation. It is estimated that Rs. 4,37,000 will be required to put up the necessary buildings and supply the equipment for this class, and to carry out certain other improvements which have been approved. The students, who will be nominated by the various districts, must be of pure Indian descent and they must have passed the Entrance or School Final examination of the university in order to qualify for admission. This is a practical admission that "technical education must crown, and not replace, a general education;" that it is only effective when brought to bear on those who have already learnt to think. The three years' course will include scientific and practical training in mechanics and electricity and in the management and use of machinery, with a view to qualify men completely for the employment they may propose to seek as a means of livelihood on leaving college. The determination of the Government to do all that is possible to make this technical class a success is obvious from the rules, according to which no fees will be charged, students will be supplied with books and instruments free of charge, and will retain them as their own property on completing the course in a successful manner and obtaining a certificate; free quarters will be provided, and district boards may grant scholarships of Rs. 12 per mensem to their own nominees to cover personal expenses, including messing, servants, subscription to recreation fund, and other miscellaneous extras. For the present the new class is limited to an entry of 30 students yearly, making a total of 90 eventually. It may be safely claimed that such attractive and advantageous terms for so thorough a technical education as is contemplated by the Government are not offered in any other country in the world. The ultimate success of the scheme will depend entirely on the extent to which the college authorities show themselves able to gauge and to supply the real needs of the province. For some years it will be on its trial. But there has already been quite a crowd of applicants to join this class.

30. The *Government Training College for teachers* has not witnessed any notable changes since my last report. It is now proposed, with the consent of the University, to appoint a University Professor of education to work with

graduates studying for the new degree of Licentiate in Teaching ; and to convert the Training College into an institution for undergraduates desiring to qualify for a departmental certificate. It will be necessary to make suitable arrangements for the practical training of the class of graduates in the art of teaching. There should neither be school masters who are educated but untrained, nor those who are trained but uneducated; and care must be taken that the graduate class does not send forth the former, nor the undergraduate class the latter.

CHAPTER V.

Secondary Education.

31. There is an increase of two aided and six unaided secondary English schools to report; and there are 9 more vernacular schools; 7 of which are managed by district or municipal boards, one is an aided school, and one unaided. The numbers of Indian boys attending the secondary departments of these schools are 15,725 in English and 14,401 in vernacular schools, the corresponding figures last year being 14,337 and 12,505; the total number in English schools is 29,500 or some 3,600 more than last year; in vernacular schools 46,800, or 3,500 better than a year ago. In twelve years the average enrolment in English schools has improved 25 per cent., in vernacular schools 43 per cent. *Vide* General Tables III and V.

32. The expenditure on English schools for native boys has risen during the year by Rs. 80,000 to Rs. 9,46,000, being an increase of 40 per cent. since 1894. The expenditure from public funds actually fell away by Rs. 10,000 from 1894 to 1901, but has increased by Rs. 85,000 since then, and by nearly Rs. 41,000 during the year under report. The details of the year's increase are Rs. 41,000 on Government schools, Rs. 2,500 on other schools managed by district and municipal boards, Rs. 20,000 on aided and Rs. 16,000 on unaided schools.

The expenditure on vernacular schools shows a rise of Rs. 30,000 for the year, the total reaching Rs. 3,20,600. In twelve years the increase has been 60 per cent., of which two-thirds have occurred in the last five years. The public expenditure has risen by Rs. 25,000 during the year, and accounts for Rs. 2,19,000 of the total, or over two-thirds; school fees contribute seven-eighths of the remainder; during the first seven years after 1894, public expenditure was almost stationary and the bulk of the increase of Rs. 65,500 has taken place since 1901. This is an indication of the encouragement that has been given of late years to vernacular secondary education. *Vide* General Table IV.

The expenditure on secondary departments, English and vernacular, for Indian boys, calculated in accordance with the instructions received from the Government of India, is Rs. 8,68,984 to last year's Rs. 8,07,699.

33. I suggested a year ago that there would be some advantage in levying fees at a uniform rate throughout each section of an English school, and stated that the total fee paid by a pupil for the complete course would not be altered if the rates were fixed at 8 annas in the upper primary, Re. 1-8-0 in the middle and Rs. 3 in the high stage. An objection was, however, based on the uncertainty regarding the effects of such a change on the finances of aided schools. But an investigation which will give a fair estimate of the effects presents no difficulty. General table V shows that, if Europeans be omitted, there are 84 aided English secondary schools, attended by 1,669 scholars in the high stage, 5,286 in the middle, and 3,528 in the upper primary. If we take the average fee in each section at three-quarters of that prescribed in Government schools, and make a further reduction of $7\frac{1}{2}$ per cent. on account of free and half-rate scholars, these rates and reductions being those sanctioned under the present rules, the result of adopting the proposal in question would be to increase the amount levied in the high section by Rs. 289, to reduce that of the middle section by Rs. 229 and of the upper primary by Rs. 306 a month. The net result would therefore be a loss of Rs. 246 a month throughout the province, out of a total of Rs. 10,400 from the classes considered. Since the numbers seeking English education are now rapidly increasing, the additional fee income thus earned by the schools would more than make good this slight loss, and the schools would not feel the sacrifice. But to remove even this I would now withdraw the proposal so far as the upper primary section is concerned, and leave the fee rates there as they are in the existing regulation. If the rates are altered only in the middle and high sections, it will be found that there remains over a small gain of Rs. 60 per mensem to be shared between the 84 schools; an increase so insignificant that it cannot be said materially to alter the fee income of these institutions, while the trifling outstanding difference is transferred to the right side of the account.

34. As usual the bulk of high school scholars on leaving appear at the Entrance rather than the School Final examination, but, with exceptions, their achievement ranges low. Honourable mention may, however, be justly accorded to the following Government schools: Fatehpur, Sitapur, Budaun, Allahabad, Fyzabad, Queen's collegiate school (Benares), Mirzapur, Etawah, and Ballia, this last winning its way into the first division in exceptional numbers. Among aided schools, Sikandra, St. John's (Agra), Queen's Anglo-Sanskrit (Lucknow) and the Victoria School (Ghazipur) come to the front, and the success of the Rampur State high school is likewise worthy of commendation.

The School Final examination gauges the success of schools in teaching science. It is evident that Government schools do this work better than aided and unaided schools. Among them the district schools at Bareilly, Aligarh and Allahabad contribute most to the list of successes, and the last named deserves special praise for the good quality of the teaching as shown by the large number placed in the first division; for quality of work the Queen's collegiate school, Benares, likewise merits commendation, and the Fyzabad, Jaunpur, Etawah and Almora schools also distinguished themselves. Among aided schools the Ramsay College, Almora, may claim the chief honours, while the Jubilee high schools at Gorakhpur and Lucknow acquitted themselves with much credit.

The general success which has attended the largest schools is especially welcome in comparison with the state of things twelve years ago, when the Director felt it necessary to explain that the results in these schools must in the nature of things be inferior to those achieved by smaller schools.

35. *High School Scholarship examination.*—The number of candidates for scholarships shows a rapid increase, but they do not acquit themselves very creditably. The weak point in the preparation of these, who are picked scholars from the schools, is English. Of the 50 provincial scholarships of Rs. 6 per mensem, one-half went to Government schools and the other half to aided and private schools. Forty-six local scholarships of Rs. 5 per mensem were also awarded. The Jubilee high school, Lucknow, deserves honourable mention for its success; all the four candidates from this school won provincial scholarships, and one was placed first in the list. None of the Government schools specially distinguished themselves; but the best results were obtained by those at Budaun, Muzaffarnagar, Bara Banki, Fyzabad and Sitapur. This examination has hitherto been conducted by Dr. Thibaut, but on his retirement from the service the registrarship has been entrusted to Mr. J. W. Bacon, Inspector of the Allahabad Circle.

36. The cost of scholarships in secondary schools has again advanced, the increment being Rs. 3,000; there has been a reduction of Rs. 3,700 from "other sources," but it has been more than made up from public funds. During the last five years the expenditure on scholarships has somewhat declined, and the portion derived from "other sources" is only about a half of what it was at the beginning of the period. The change is not a matter for regret and is indeed the outcome of Government orders; for scholarships provided by public funds generally go to the best scholars, while those otherwise awarded may be given without rule or regulation to boys less worthy of assistance; and were often a means of evading the fee regulations.

Vide General Table IV.

It is worth recording that at the Diamond Jubilee school at Kanauj a fund called Mr. Welby's Poor Boys' Fund has been started to help poor and deserving boys to pursue their studies by granting them scholarships or allowances for the purchase of books.

37. The curriculum of studies was the subject of much public interest during the year. Doubt has been expressed as to the value of some subjects, *e.g.*, the vernacular languages in the case of scholars already studying a classical oriental language; and on the other hand it is easy to point out omissions which it might seem to some critics worth supplying. While it is proper to give way to a general desire to modify the curriculum in such particulars, it should be borne in mind that no course can be devised of which these complaints cannot be made.

38. The Inspector of the Moradabad Circle points out that one of the chief causes of poor results in high schools is the large number of inferior middle schools, whose headmasters are now allowed to give to ill-taught boys from their own class VIII passports into the high section of good schools, and thereby bring

down the standard thereto towards their own low level. The same evil is noticeable elsewhere, and I referred to it last year (para. 37). In high schools the leaving examination is not placed in the hands of the capable men who hold the headmasterships; and it would seem that the leaving examination in middle schools should still less be entrusted wholly to the headmaster, who is usually a man of less distinction. Where the middle school is in this respect subject to the headmaster of the high school to which it constitutes a feeder, this difficulty does not present itself; and I see no better solution than that which I offered last year. The alternative which has been suggested preserves to the middle school headmaster the prerogative to do harm; but it sacrifices the welfare of his pupils, and interferes seriously with the progress and ultimate success of the high school to which the boys are sent, and so affects adversely the prospects of very many scholars.

39. The serious defects of English schools supported or aided by municipalities have frequently been brought to notice. Among such schools may be mentioned, by way of example, the mission school at Unao. It is aided by the municipal board, and is therefore *ipso facto* a recognised institution. It is a middle school with the full complement of ten classes, for which it provides five teachers besides the Maulvi; two of these teachers receive the beggarly pittance of Rs. 3 per mensem, a salary at which it is impossible to employ even a coolie boy; and the Inspector reports that excepting the headmaster no one on the staff is competent to undertake teaching.

40. The improved pay of teachers in English schools and their admission to pensions have brought forward a better class of applicants for appointment. But old and ill-qualified men still remain. One Inspector speaks of English teachers who are incapable of carrying on a simple conversation with the boys without egregious blunders, while it is not uncommon to find a boy of educated parents talking English more correctly than his teacher. It would be inexcusable to be content with this state of affairs. A good education cannot be given by masters who are themselves imperfectly educated; and, though things are better than they were, they are still very wrong. Special interest attaches to the innovation of employing an English lady to teach English to beginners in classes III and IV at the Central Hindu collegiate school, Benares.

41. The study of science is increasing, and that of the classics decreasing in popularity in schools, owing to the fact that Persian, so long the favourite classic because of its easiness, is no longer to count of itself as a classic, and Arabic and Sanskrit present greater difficulties to the school-boy mind than the courses in science. Hence there is heard an increasing demand for due provision for the teaching of science in all English schools, a demand that should be met as early as possible. As Mr. Jennings remarks, none but boys of scholarly families will willingly take up the classics, or would be likely to profit by such classical education as schools afford; and in schools where instruction in science cannot be had, boys will either be forced to take up a classical course which they dislike and from which on account of their limitations they cannot profit, or they will migrate to schools where science is taught.

42. Among the reforms of the year the new and more liberal forms of inspection reports must not be overlooked. Instead of filling in an elaborate form with details that were uninstructive and merely formal, the Inspector is now free to select for observation those points upon which he finds that the school needs guidance—in fact mechanism has been replaced by intelligence, in this case a very desirable change.

43. *Vernacular Final examination.*—There is an increase of nearly 1,000 in the number of candidates, which has risen to 5,255 after having fallen abnormally on account of the severity of plague throughout the province. In twelve years the number has increased 40 per cent. The number of passes this year exceeds last year's by more than a thousand, and indicates a general improvement in the quality of the work. State schools are more successful than the few aided, unaided and foreign schools represented. Among the candidates there were eleven girls, five of whom were successful. With the growing number of candidates it is important that the prescribed rules and instructions should be strictly observed by local superintendents. There were instances of carelessness at the last examination which caused trouble and delay, and the attention of all concerned has been drawn to the shortcoming in this respect.

One Inspector writes that he was given to understand during his tour that town school candidates are not infrequently confined to the school buildings—he presumes willingly,—for some weeks before the vernacular final examination and are "coached" there day and night by the head teacher who is ambitious of lowering the record or of keeping up his reputation for a high percentage of passes. Such feverish preparation is not education, and in comparing such records one is not necessarily comparing the educational merits of the schools concerned.

44. Something more than a supply of trained teachers is needed. There should be some organization by which they will be kept up to the new standards of teaching now familiar to them, and by which these standards may become those of the untrained as well as of the trained members of the staff. This involves the regular supervision of the work of the whole staff by the headmaster or head teacher. There is as a rule too little supervision, too little organization in our schools, and in vernacular schools especially the tendency to regard class VI or classes VI and V as the sole business of the head teacher is almost universal and is disastrous. Time should be left to the head of the schools for supervision

45. The Government has again and again recorded the opinion that it is desirable to encourage more of the scholars from vernacular secondary schools to go on with their education to a higher stage. Scholarships have been sanctioned for this purpose, and have recently been increased in value and number. Special classes for boys so passing from vernacular to English schools were opened in 1895, before which time these select pupils had to enter in the lowest classes and gradually work their way up side by side with younger boys who had not received the same general education. More of these classes are now among the pressing wants of the province, and the need finds mention in the reports received from the districts; and in connexion with these classes, new and old, more boarding accommodation is a necessity. The extension of these classes, with suitable lodging for boys joining them affo ds the best means of securing the object which the Government desires. The boys here considered pass a public leaving examination at the end of their vernacular school course before they are admitted to a special class at a high school.

46. The teachers in vernacular secondary schools are poorly paid and receive no pension. It is obviously desirable to secure the best masters for these (town) schools. Two inspectors however report that assistants in these schools, which are located in places where living is more expensive than in villages, are paid the minimum rates fixed for assistants in village schools; while in Unao they receive only Rs. 7 per mensem, which is less than the minimum approved by Government even in the case of primary village schools. Under these circumstances the best men do not gravitate to the most important schools. It has been proposed to grade the assistant teachers in these schools, engaged in the upper primary and middle sections, on pay rising from Rs. 12 to Rs. 25 or more if the Board can afford it, and headmasters on Rs. 25 to Rs. 40; and Government has expressed its willingness, where necessary, to grant assistance to boards in carrying out these measures, and in contributing for pensions for all these teachers.

School Buildings.

47. *English schools.*—The marked increase now taking place in the number of scholars in these schools makes increased accommodation even more imperatively necessary than it has been shown to be in the annual reports of recent years. The district schools at Aligarh, Mainpuri, Etah, Hathras and Unao are still more overcrowded. The school at Aligarh has been expanding wonderfully under the headmastership of Mr. Cooper, and now numbers 614 scholars. Nothing has been done to improve the Shahjahanpur school—a large undivided hall thronged with over-grown classes. The Ballia school has not yet been washed into the Ganges, a fate of which it is in imminent danger, and no decision has been reached with regard to a new building. It is proposed to build a new school at Bahraich at a cost of Rs. 30,000.

The Muhammadan Anglo-Oriental school at Aligarh with its 420 scholars is too large for its present quarters, and a large new building is to be undertaken towards the cost of which Government has promised to contribute Rs. 20,000.

The Central Hindu collegiate school, Benares, has moved into a new and commodious building.

Vernacular schools.—I referred last year to the disgraceful municipal school building at Hardoi; the only improvement made has been that a few ventilators have been opened in the walls; it is still absolutely unsuited for a school, and should be replaced by a new building. At Chaubepur in the Benares district there is a school building consisting of a small room $20' \times 12'$, with a verandah on one side; there are 132 scholars on the rolls, and the accommodation provided for them is therefore less than 2 square feet each. Little has been done during the year to keep pace with the increasing number of scholars in secondary vernacular schools, which even with the smaller attendance of past years have so frequently been crowded to excess and are now rarely adequate to the requirements. In some places it may be practical to remove the lower primary departments altogether or in part to separate buildings, and this would sometimes leave ample room for the development of the higher sections. But other measures would still be required.

Boarding Houses.

48. *English schools.*—The new Muhammadan boarding house at the district school at Aligarh has been full to overflowing, and admissions have had to be frequently refused. At the same school a new Vaishya boarding house has been built entirely from private subscriptions at a cost of Rs. 12,000; it is expected to be filled immediately on the reopening of the school. Garhwal is indebted to Raja Sir Kirti Shah, K. C. S. I., of Tehri for a munificent donation of Rs. 12,000 towards the cost of a boarding house at Srinagar on a site presented by Seths Mohan Lal and Shiva Chand Rai Balalwala, merchants of Calcutta. But these examples go a very little way towards making good the general deficiency. I may mention again that the boarding accommodation at the district school, Shahjahanpur, is particularly unsatisfactory. Scholars from vernacular schools who aspire to join special English classes at high schools find the road barred, because it is impossible to find room for them in the boarding houses.

Vernacular schools.—From all circles the cry comes for boarding houses for these schools, and it does not seem necessary to repeat the details of deficiencies year after year. Even the boarding houses that have been provided are too often in a wretched condition, badly lighted and ventilated, overcrowded, built on low plinths and set in insanitary and unpleasant surroundings. For want of boarding houses boys in some districts have to roll themselves up to sleep in the school room which is of course an objectionable habit to be driven to. It is admitted that special means should be found to promote secondary vernacular education; and I therefore invite attention to the opinion recorded by the Inspector of the Agra circle that if a boarding house were attached to each town school with suitable arrangements for the supervision and convneience of the inmates, secondary vernacular education would advance by leaps and bounds.

49. *The conduct of scholars* is generally reported to have deteriorated owing to the abolition of the punishment of fines, and the difficulty of finding any other suitable penalty for small breaches of discipline. Boys are quick to take advantage of the fact that they may play truant or come late to school, and laugh and talk in class with some measure of impunity. The decrease in daily attendance is very marked and is generally attributed to this cause. The chairman of the Bijnor district board remarks that fines are of course open to objection, and appear indefensible to any one accustomed to English schools, but he thinks they were not unsuited to the peculiar conditions of Indian schools, which moreover do not admit of the disciplinary measures used in England.

CHAPTER VI.

Primary Education.

50. The number of scholars in the primary stage of all schools for boys has increased by 60,000 in the year, and has now reached a total of 438,702 ; this being as before 93 per cent. of the attendance at public schools for boys, while 88 per cent. of these are in the lower primary—of course an excessive proportion to find in the lowest stage. In his report on the census of 1891 Mr. Baines observed that one of the main points brought out was the insignificant number of pupils that carry instruction beyond the rudiments ; and after fifteen years of considerable progress the same observation holds true, and it indicates a characteristic of Indian education which will be slow to change, as well as costly.

Vide General Table V.

The returns received last year showed that one quarter of the scholars attending primary schools were in aided and three-quarters in state schools. In the meantime efforts have been made to extend the grant-in-aid system, with the consequence that there are now 40 per cent. of the scholars in aided to 60 per cent in state schools. The increase in the former numbers 28,000 and in the latter 29,000, and the total number of scholars in all primary schools for boys is returned as having risen from 336,000 to 391,000 by the end of the year. These figures indicate not only a great expansion of the facilities for primary education and a wider use of them, but also a specially rapid development of aided education at this stage. With regard to expenditure on schools for native boys the total is 12·04 lakhs, of which 9·73 lakhs is on state schools and 2·19 lakhs on aided schools ; the increase, amounting to Rs. 1,41,000, was spent to the extent of Rs. 1,02,000 on state schools, and the remainder on aided schools. This new expenditure is found from local funds to the amount of Rs. 1,20,000, of which Rs. 89,000 goes to state schools and Rs. 31,000 to aided schools. Of the new municipal expenditure of Rs. 6,000, one-fifth goes to aided schools. On the whole, local funds allot only 15 per cent. of their primary school expenditure to aided schools, while municipal funds spend nearly 30 per cent. of their corresponding, though very much smaller, allotment in this way. District Boards were in a manner committed to heavy expenditure on their own schools, according to the policy in force at the time when the grant-in-aid system was adopted ; of their new expenditure during the year they have spent more than one-quarter on aided schools. Notwithstanding large special grants, the increase in public expenditure on primary schools in twelve years is only $5\frac{1}{4}$ lakhs.

The education of boys is most general in the Kumaun and Meerut divisions, and in the Almora and Dehra Dun districts, in the former of which 28·18 of the boys of school age are now found at school, but in Dehra Dun there has been even a slight retrogression. Benares and Bara Banki have also lost ground. The Oudh divisions are still at the bottom of the list, but just above them Gorakhpur has won precedence of Agra, having added 12,000 scholars during the year, whereas the increase in the Agra division has been 9,000. Kheri and Mainpuri remain the most backward districts, but they now have nearly one boy in ten attending school, instead of one in twelve as reported last year ; the provincial average is one in seven. During the year, the Kumaun division shows the most progress, and has increased its lead ; the numerical advance in the Gorakhpur, Meerut and Lucknow divisions is considerable, and there is evidence of general improvement. Kumaun and Fyzabad have made least headway followed in order by Rohilkhand, Allahabad and Benares.

Among the curiosities of the returns it may be noted that the Muzaffarnagar district has at school a smaller percentage both of boys and of girls than the Kumaun division ; but, instead of a smaller, it has a larger percentage of children at school including both boys and girls. The explanation of the paradox may be found in the disproportionate deficiency of females in the population of Muzaffarnagar, combined with the fact that female education is everywhere of small account as regards actual numbers.

51. The total expenditure on primary education for boys, whether in primary or in secondary schools, amounts to Rs. 17,19,000 or about two lakhs more than last year. If European schools are left out of the reckoning the charges are reduced to Rs. 16,02,000 on account of Indian boys, and the increase for the year is Rs. 1,90,000. Towards the latter charges public funds contribute Rs. 12,76,000, and school fees yield Rs. 2,20,000.

52. An inquiry has been instituted by Government in order to ascertain the rates at which fees are levied in lower primary classes of board schools in the various districts. The returns are for the year ending the 31st March 1905. They show that no fees were charged in these classes in the following districts: Dehra Dun, Mainpuri, Etawah, Lalitpur (sub-division), Jalaun, Mirzapur, Banda and Gonda. In Jhansi boys of the agricultural castes and very poor boys in general are admitted as free scholars. In Hamirpur no fees are taken from the lower primary classes of upper primary schools; in lower primary schools, fees are charged only in the highest class (class II); similarly in Garhwal the preparatory section and class I are free. In Naini Tal lower primary schools are free. In Muttra, Farrukhabad, Shahjahanpur, Sultanpur and Almora there are no fees in the preparatory section. In Unao it is the practice to allow 30 per cent. of the enrolment to be free scholars. In Budaun, Agra, Almora and Basti the average fee for a year's schooling in the lower primary classes varies from 1 anna to 2 annas, or a trifle over. The average fee is comparatively high in Bara Banki, Fyzabad, Bahraich, Unao, Lucknow, Fatehpur, Muzaffarnagar, Meerut, Bulandshahr and Aligarh; in the last four of these districts there is a uniform fee of 2 pice a month, or 6 annas a year. The total income from these fees throughout the province is insignificant. The total fee income from the Boards' primary schools was Rs. 58,831; and, since the fee rates are substantially higher in upper primary classes, it may be conjectured that Rs. 30,000 would cover the receipts from lower primary classes in which seven-eighths of the pupils are found; this would work out to two and a quarter annas a year per scholar on the average. It would, therefore, cost Government little to enable District Boards to make lower primary education free everywhere, as it is in several districts already, if it were considered desirable to make this concession to a popular demand. Since there is a growing movement in favour of some beginning being made towards a system of free education, it is useful to know what are the financial bearings of such a measure if adopted first of all in the lower primary department alone. The rate at which fees are levied in vernacular schools is left to the decision of District Boards; hence the differences in different parts of the province, differences which under the circumstances are likely to remain even if there is a considerable extension of free education in the lower classes. The state of affairs varies from year to year as the Boards modify their rules—generally by enhancement of the fees. In aided schools managers as a rule please themselves what fees, if any, they levy from the scholars; their schools are often free, sometimes gifts are voluntarily offered to the teachers on the occasions of marriage or religious festivals, food is in other cases provided for the teachers in lieu of fees. When fees are charged they may be anything up to Rs. 7 a month, which is given as the average at a school in Dehra Dun; at another school in the same district the nominal rate is Rs. 3 per mensem, but notwithstanding this the Chairman of the District Board reports that practically the education there is gratis. This will serve to show how little reliance can be placed on these returns in the case of aided schools. The Aligarh Chairman does not think that these schools often get very much besides the grant. An endeavour is being made in Azamgarh to induce proprietors to support them by a small gift of land.

53. District Officers still speak of the standard of teaching in aided schools as undoubtedly inferior and not satisfactory, and say that there is often an absence of regularity and discipline, which, however, makes them acceptable to the public taste. The people that remains content with such a system of education, with instruction whittled away to the uttermost thinness, imparted by teachers of the poorest qualifications, or none, and without any enforcement of discipline, is without hope in the world. But there is a desire for something better, and the Chairman of Gonda is led to conclude that, while these schools are suited to backward rural tracts, they need to be replaced by board schools whenever there is a demand for any but the simplest form of education. As I pointed out a year ago this conversion of aided schools is not in agreement with the declared policy of Government. Though many new aided schools were opened during the year, I am informed that much more could be done in this way if funds were available.

54. With reference to the variations in the standards of instruction in rural and town schools, upon which information is desired by the Government of India year by year, I have only to repeat that in the United Provinces there is no

distinction between the standards prescribed or attained by these two classes of schools as such. There has been no change effected or sought.

55. The special grants for primary education and for civil works have placed the boards in a position to give a considerable impetus to education during the year, with the results already indicated. In some cases, as in Bijnor, the allotment for recurring charges has been spent in improving rather than extending education, the minimum pay of teachers was there increased to Rs. 10, and new assistant teachers were appointed ; in this district there was no appreciable increase in the number of scholars, but the work must gain in efficiency. In Basti part of the funds was expended in the same way, and part in encouraging aided schools all over the district, the latter measure bearing fruit in an increase of 3,200 scholars towards a total increase of 4,500. It is reported that in the Allahabad district the allotment for recurring charges of primary schools was diverted to test works, in contravention of the orders of Government contained in paragraph 9 of Resolution No. 185-XV-705A., dated 8th May 1905. The Government's allotment for recurring charges on this account was Rs. 1,07,000 (from 6 lakh grant) ; and the figures given in paragraph 50 show that the Boards spent Rs. 13,000 beyond this amount. I will here put on record the opinion of the Chairman of the Jaunpur District Board, where much success has attended the year's work ; he recognizes that standing still is a sign of stagnation, and says that unless the financial position of the Board is further considerably improved it will be impossible to provide for even the most urgent needs of the immediate future. In this view many other district officers will agree.

56. School committees, zamindars and others have come forward to help district boards to provide school buildings. In Gorakhpur, the Raja of Padrauna and Mr. Judson have done much in this way ; and mention may also be made of one Jokhu of Churapali, district Basti, a mallah by caste, who without ostentation and simply by way of charity, as in private duty bound, but greatly to his honour, has spent what must be the savings of years on building a school house for the local aided school.

It appears to be always a troublesome task to provide suitably for the extensive repairs of the poor class of buildings that serve as school houses. It is proposed in Naini Tal to hand this work over to the District Engineer. In Aligarh it has been found necessary to get rid of the sub-overseer who had been entrusted with this work, but proved worse than useless ; they have not been able to replace him nor to devise any system of carrying out works such as are conducted by natives of good position every day ; neither tahsildars nor members of the board seem able or willing to supervise them adequately. In the Hardoi district the Board has buildings for about a quarter of its schools, but even of these nearly all are found by the Chairman to be "overcrowded and crumbling hovels." He would like to see these schools, which are not too many, decently housed and furnished, and staffed by masters who are paid a living wage,—no extravagant aspiration. Experience has demonstrated to the satisfaction of the Chairman of the Kheri Board that the construction of a suitable school house improves not only the efficiency of the teaching, but also the attendance of the scholars.

In Basti model plans and estimates have been drawn up, the cost of a lower primary school being put at Rs. 396 and of an upper primary school at Rs. 482 ; many gentlemen have volunteered to take charge of the building of such schools, and better schools have thus been provided than could have been obtained by employing professional contractors.

The Chairman of the Gonda District Board thinks that for some years to come the funds of the Board will have to be spent on (1) providing proper buildings for the schools which have already been made village schools, and which are still located in borrowed buildings, for the most part of an absolutely unsuitable character, (2) enlarging the accommodation of schools in popular centres, in which the overcrowding is often so great that there is barely room to seat the children on the floor, (3) replacing dilapidated buildings with new structures.

CHAPTER VII.

Training Schools for Teachers.

(1) Training Institutions for Teachers in European Schools.

For Mistresses.

57. The All Saints' Training class, Naini Tal, records a successful year's work. All the 12 candidates obtained certificates, two of the first grade and ten of the second; and they are, therefore, all qualified to teach in secondary classes. The results of the written and practical examinations bear testimony to careful and thorough training, and to the real interest of the students in their work. One important reform has been adopted during the year, *viz.*, that the course of training has been extended from one to two years. Some time ago a complaint was made by a correspondent of a school that one of the certificated teachers who was employed there was unable to teach drill. This defect has been remedied, as all the students of the Training class now undergo a course of instruction in the Swedish system of drill.

The grant allowed for the maintenance of the All Saints' class is Rs. 3,060 per annum. There are 8 scholarships of Rs. 10 per mensem available every year, and tenable in future for two years. The building, furniture and apparatus grants made since the class was first opened amount to Rs. 10,981. During the year, a separate building for the accommodation of students attending the training class has been erected at a cost of Rs. 17,016, of which Rs. 8,000 was given by Government.

Training classes for mistresses have been opened at the Woodstock and Wynberg Schools, Mussoorie, and at the Girls' High School Allahabad, to give practical training on the spot, and to prepare the students for the theoretical part of the certificate examination; the practical teaching is tested by the Inspector on the occasion of his visit to the school.

Seven pupil teachers from these institutions took the certificate papers on school management and the art of teaching, and acquitted themselves with credit.

(2) Training Institutions for Masters for Native Schools.

(a) Secondary and Primary School Teachers, English.

58. *Government Training College, Allahabad.*—The number of students remains practically unchanged, being limited by the accommodation available. Of the 54 candidates for certificates 44 satisfied the examiners. The usual thoroughness has marked the work of training the students, and the college has been well conducted. I am pleased also to find from the Inspector's report that English and Mathematics have received more attention, and that success in these necessary subjects of a school master's mental equipment is better than in former years. Mr. Kempster has also taken keen interest in the physical exercises of his students, for the double purpose of promoting their own development and qualifying them to take charge of drill, gymnastics and games in schools. As I have frequently pointed out, it is desirable to place the present District High school, which is the practising ground of the students, under the principal of the college; and it is necessary to complete the number of primary classes in the junior model school and to provide the requisite accommodation.

(b) Secondary and Primary School Teachers, Vernacular.

59. *Normal Schools for Masters.*—These were five in number, as last year. The number of students under training increased from 536 to 646; the number who qualified for certificates was 354, but these include 67 private candidates. The number of failures among those who have completed the ordinary vernacular school course and have then undergone training for two years in a normal school was six. These men should, as a rule, be better qualified for teaching elementary classes than men with far less general education and much inferior training, to whom lower primary teachers' certificates are now given; and it is a waste of good material not to recognise and utilise them. If they are hopelessly bad as teachers, they are not allowed to complete their course at a normal school; but their failure at the certificate examination is often due to weakness in one subject, such as Mathematics.

Vide General Table III and VI.

It has been suggested that periodical inspections of the normal schools by the Principal of the Training College would prove useful to them; and I have no doubt it would be an advantage thus to bring them into touch with the central training authority.

Vide General Table IV. The cost of maintenance of the five schools is nearly Rs. 81,000.

The erection of the five new normal schools which have been sanctioned has been undertaken, and since the close of the year one has been opened in temporary premises.

60. *Lower Primary Teachers' Training Classes* with a short course lasting one year, have been opened in 46 districts, that is in all except Gorakhpur and Farrukhabad. In some districts these classes promise to turn out efficient teachers for elementary classes; in other cases time is wasted on non-essentials, and the work is unintelligent. It falls to the Inspector to set the classes everywhere on the right lines. The numbers under training are 266, and the cost is Rs. 10,000.

Vide General Tables III and IV.

The meetings of teachers at convenient centres in each district for conferences, exhibitions of model lessons, instruction and criticism, are found to excite interest and leave an impression; they are, therefore, a benefit to the village teacher and through him to his pupils.

(3) TRAINING INSTITUTIONS FOR MISTRESSES FOR NATIVE SCHOOLS.

Vide General Table III. 61. *Government Female Normal School, Lucknow.*—The number of women under training at the end of the year was 28, being an increase of 7. This number comprises 9 Hindus and 19 Muhammadans. Five candidates appeared at the certificate examination, all Muhammadans, and they all passed in the first division. The institution has connected with it a model school of about one hundred girls, and the growth has been such that unless an addition is made to the staff it will be impossible to carry on the work efficiently. If the proposals for the improvement of this normal school, which have been placed before Government as the result of the recommendations of the committee on Female Education can be adopted, its usefulness will be much increased. Otherwise development will be retarded, and can only be gained by a slow and painful process, unsatisfactory in its course and in its results.

Mrs. Leslie Porter has continued to take an interest in the normal school, and has been very helpful to it. Her Excellency Lady Minto honoured the school with a visit during her stay in Lucknow. The school is not without other influential well-wishers and benefactors.

Sigra Female Normal School, Benares, continues to train girls under the auspices of the Church Missionary Society, primarily for employment in Mission Schools. There were 8 candidates for certificates, and all were successful.

Isabella Thoburn Normal School has been placed on the grant-in-aid list from the 1st April 1906, receiving a grant of Rs. 200 per mensem. There were thirteen students at the end of the year, of whom four appeared at the certificate examination and two satisfied the examiners. There is a brisk demand for teachers who have been trained at this institution; prime ministers of Native states, Government officials, Taluqdars and other Hindu and Muhammadan gentlemen have applied for governesses for the women and children of their zananas; and schools, Christian and non-Christian, have asked for head mistresses and teachers. The principal says that if the number of students passing out were ten times as great there would be no difficulty in finding work for them in schools or families. Some influential persons have asked for the opening of a non-Christian hostel, but the college authorities have not the means to comply with the request, though they are assured that students to avail themselves of it would be forthcoming from good and educated families. The need of more stipends for normal school students is much felt; for girls who would be glad to qualify as teachers, and whose services in that capacity are much wanted, are kept away from a course of training because they cannot afford to pay the Rs. 20 per mensem necessary for tuition and books. Money spent in this way would do much to promote and spread female education in the Province, for it would not end with the recipient,—the torch would be passed on.

CHAPTER VIII.

Technical Education.

Section A.—*Industrial School, Lucknow.*

62. The popularity of this school with the present courses of instruction is shown by the large increase in the number of pupils year after year. In March 1906, the enrolment rose to 225, the increase for the year being 64. Fully one quarter of the boys are sons of artizans, who thus show that in larger numbers they appreciate the practical advantages of a training in this institution. The register includes 135 Muhammadans and 90 Hindus. *Vide* General Table III.

There were 10 youths in the special drawing class. During the year four who had been trained in this class were appointed drawing masters in aided schools; one of them, however, resigned his post for a better appointment as draughtsman in the Oudh and Rohilkhand Railway Office. Sanction has been given to provide additional and better accommodation for this class.

The results of the year's work show considerable improvement.

The income from fees and from sales is not large, but it is growing.

The Maharaja of Balrampur has presented a motor car to the school, and it is intended to train pupils to drive it. The purchase of a lighter car is considered desirable for the training of pupils for this kind of employment.

Section B.—*Medical Education.*

63. *Medical School, Agra.*—The attendance at this institution rose from 297 to 317 during the year. Of these 242 were men and 75 women. The results of the last final examination of the men were excellent. Of the 15 women candidates only 7 were successful, but one of them, Ram Pyari, so excelled that she gained all the three medals and prize offered to women. *Vide* General Table III.

The hostel for students was opened on 1st October 1905. The site in front of the building will be used as a play ground—a long felt want. At the back of the hostel quarters for the superintendent and for servants will shortly be constructed.

The dissecting-room is being enlarged as it is both small and unsuitable for the present requirements. The new lecture theatre has just been completed and a practical class room is also under construction. The provision of quarters for the three resident hospital assistants will now enable them to remain on the premises to attend urgent cases day and night.

The general conduct of both the male and female pupils is reported to have been good on the whole during the year; but on one or two occasions students detected in malpractices in the examination were degraded and had their scholarships stopped, and one student was dismissed for graver misconduct.

The cost of maintaining the school was Rs. 21,896 in 1895; it is now Rs. 33,537. *Vide* General Table IV.

Section C.—*Agricultural School, Cawnpore.*

64. The school is reported to have had a good year, the best since its foundation. The results of the examination held by the officers of the department of Land Records and Agriculture were remarkably good; of the 28 students who appeared in the final examination, 20 passed in the 1st division, 4 in the 2nd division, two were kept back and two failed. The junior class contains 46 students, 30 being kanungo candidates and 16 agriculturists. This number includes six stipendiary students from the Punjab Agricultural Department. In 1895 the total enrolment was 35; it has now more than doubled.

The discipline and the tone of the school have been satisfactory throughout; the clubs have been well managed, largely by the students themselves; and the instruction farm has proved a valuable addition to the resources of the institution.

At the commencement of the new session the school re-opens as a college, with a three years' course of instruction.

During the last twelve years the cost of maintaining the institution has increased from Rs. 3,662 to Rs. 10,344. *Vide* General Table IV.

SECTION D,—*Night Schools.*

65. The Night School at Lucknow maintained by the Oudh and Rohilkhand Railway for its European and Eurasian apprentices, about forty in number, provides a course of instruction extending over a period of five years. Mr. Murray inspected the school, and he reports that everything seems to be done to give the lads just the training which they need, to widen their intelligence and stimulate their interest in their daily work. The furniture has been renewed in accordance with the conditions of last year's grant, and is now satisfactory. The management have a definite object in view in establishing this class, and they desire to do everything in their power that may make for its further efficiency and usefulness. It was reported last year that some apprentices found it difficult to attend at the hours at which the class is held, owing to the distance of their lodgings from the works ; but about half of them live quite near, and it appears that most of the others are now able to reduce the disadvantages of residing at a distance by the use of the bicycle. A hostel for the apprentices is not, therefore, recognised as a pressing need ; but it would no doubt be a great boon to the youths, and an improvement as regards the work of the class.

The Commercial Night School, Cawnpore, is an endeavour on the part of the native business community of that important industrial centre to cope with the problem of commercial education so as to supply the practical wants indicated by actual experience. There is a general department in which the attendance ranges sometimes up to 44 ; the pupils, whose average age is 12 years, are sons of mahajans and banias, and their object is to learn enough English to be of service to them in their work ; some substantial progress is recorded in this section, where fees are paid varying from 8 annas to Rs. 2 a month. There is also a type-writing department under a steno-typist employed in one of the local Mills ; four machines are in use ; book-keeping and commercial correspondence are also taught ; the pupils are adults employed in different concerns in Cawnpore, and the instruction they receive here qualifies them for better paid posts ; in this department there is a fee of Rs. 5 a month for each subject. There is, moreover, a so-called workmen's section open to men in employment who wish to add a little English to their other qualifications ; here the fee varies from 4 annas to Re. 1 per mensem according to circumstances ; and the class comprises a shoe-seller, a fruit-seller, a vernacular school master and a vakil's clerk. The Municipal Board has now sanctioned a grant of Rs. 20 per mensem to the school.

CHAPTER IX.

Female Education.

66. Female education only waits for official encouragement to make the long desired, long delayed advance. The beginnings of a new departure are already evident, and it is important that the development now in progress should not be checked, that the tide should be taken at the flood. The number of girls' schools under public management has increased by 20 per cent. to 704, and the number of schools altogether is 967. In 1894 there were 417. The number of scholars shows a significant increase of 30 per cent. during the year and attains the figure of 33,206, which is threefold the number returned twelve years ago; of these 28,454 are at public schools, *viz.*, 27,214 in the primary stage, 967 in the secondary, and 39 in colleges. There has also been a larger attendance at private schools.

Vide General Tables I and V.

67. The total direct expenditure on female education has not expanded notably. Primary education for Indian girls is provided at a total cost of some Rs. 1,70,000, towards which public funds contribute Rs. 94,000 and private sources Rs. 72,000, the balance being derived from school fees; the total shows an increase of Rs. 8,200; public funds have given Rs. 12,000 more, but private sources have yielded about Rs. 4,000 less. The total public fund expenditure on colleges and schools of all kinds for girls is Rs. 1,71,000.

Vide General Table IV.

In reviewing my annual report for the year 1901-02 the Government was pleased to observe: "The Director argues that there is less expenditure on female education in this than in other provinces, but money cannot be spent if there is no manner of spending it that will produce the desired result." It will be shown that there are now ways of spending considerable sums of money to good purpose on promoting female education.

68. The spread of education among girls is strikingly different in the east and the west of the province. In the five eastern divisions, Allahabad, Lucknow, Benares, Fyzabad and Gorakhpur, the percentage of girls at school to those of an age to attend is everywhere less than unity, and averages about ·6. In the four western divisions, Rohilkhand, Agra, Meerut and Kumaun, the percentage ranges from 1·37 to 1·81 (in Rohilkhand), and the average is 1·5. In Dehra Dun, the district in which the greatest progress has been made, the percentage has risen during the year from 6·04 to 7·24; the forward movement in Jhansi is also very noticeable. Ballia, in the most eastern corner of the province, is still the most inert district, having only three girls at school in a population of nearly a million souls; Sultanpur and Unao come next from the bottom of the list.

69. Two more departmental schools have been opened, at Benares and Almora, and are well attended and promising. These departmental schools are the best of the vernacular schools for girls, but the expenditure on them is insufficient; they were meant to serve as models for other schools in the various districts, but the distinctive name of 'model school' applied to them is misleading and anomalous, and should be discontinued as in other provinces. The backward district of Unao has one such school attended by only 17 pupils, where it cost over Rs. 30 per annum to educate each girl; a four-anna capitation grant would go ten times as far in securing the desired object. The Inspectress of the Moradabad Circle presses for the opening of schools of this class for Muhammadan girls at Budaun and Pilibhit, as an urgent need. At the latter place, however, there is a flourishing *pardanashin* school. The Inspector of the Agra Circle attributes the absence of Muhammadan girls from departmental schools in his circle in part to the exclusive teaching of Hindi and the appointment of none but Hindi teachers.

70. There is a fund of interesting information about girls' schools in the district reports, and allusions are made to the signs of an awakening among the people; board schools, aided and even unaided schools are more numerous and more largely attended. We hear of the wife of an aided boys' school teacher opening a separate school for girls, and preparing her daughters to start similar schools of their own. A resident of the Basti district has opened a school in which his own granddaughter, who has read in the upper primary section of a boys' school, is now teaching the girls of the village to read and write.

In many schools practical education of a useful kind is given in addition to elementary reading and writing, and in the Bara Banki district exhibitions of work in sewing, knitting, &c., are held in connexion with the inter-school tournament; girls are also sent regularly from that district to the Lucknow Normal School; the deputy inspector, M. Kulwant Rai, M.A., deserves particular mention for his personal exertions and success in promoting female education.

The *pardanashin* school at Pilibhit, mentioned last year, has been a great success; the pupils are drawn mostly from the higher classes of Muhammadans; the excellent needlework taught by its accomplished mistress is much appreciated.

The Central Hindu College Committee has added to its operations a school for girls, already attended by over one hundred pupils of good social position; and similar schools in other places are affiliated to the same institution in order to make a strong and united attempt to deal with the problem of female education. What is done there is sure to be done efficiently under Mrs. Besant's supervision.

The Crosthwaite School, Allahabad, aims at developing into a superior boarding school in a better locality, outside the city, to meet a want that is already finding expression. The returns show an enrolment of 120, of whom 90 were Hindus. Six of the boarders were Muhammadans, including a married lady from Benares, whose husband was so pleased with his sister's progress at the school that he has now sent his wife as well.

At Moradabad, a fine building, conveniently situated in the best quarter of the city with extensive space for gardens, has been commenced and is in part already occupied by the new Hindu girls' school; the buildings, which have so far cost Rs. 20,366, were opened in April 1906 by the Hon'ble Mr. Winter, formerly Collector of Moradabad, to whose initiative and exertions the school owes its existence; an accomplished Hindu Lady Principal has been engaged on a salary of Rs. 300 per mensem, and the school is in this and in other respects a notable experiment.

Srimati Maha Devi, Lady Superintendent of the Kanya Pathshala, Dehra Dun, in recognition of her services in the cause of female education, was awarded the Silver Kaisar-i-Hind Medal on the 1st January 1906.

71. The inspection of girls' schools presents many difficulties. "There are a large number of schools in the interior," an inspectress writes, "which I am unable to visit. These places are either inaccessible or lacking in suitable accommodation. It is needless for me to say this is detrimental to the interests of female education. In many places grown-up girls will not submit to an inspection by men. In some cases it prevents a woman from taking up a teachership." A difficulty of another nature is to be found in the "deceit and underhandedness practised" during examinations and inspections. As regards the older pupils Miss Gantzer writes—"I have no faith in girls being examined in *parda*." And the younger children, it would appear, are sometimes presented for examination in more than one school. Miss Gantzer reports that one teacher in Budaun asked her as a favour to see that none of his girls was presented for examination elsewhere. He stated that a teacher had come begging him to lend her a few pupils for the occasion, and the inspectress believes that many teachers oblige one another in this way.

72. The upgrowth of new schools has strengthened the feeling of the need of more teachers; and men of advanced years have, as before, been largely employed where women teachers were not available. So far as instruction and discipline are concerned, experience shows that they are more efficient than the women who take to school work. But exceptionally there are some excellent mistresses, as for instance at the Sikandrabad municipal school, whose mistress commands wide confidence; there are seven girls from different districts entrusted to her care as private boarders, the majority being Brahmans, and two being young married women. From some districts girls are sent to Lucknow to be trained, but Mr. H. T. Morgan, C. S., finds that in his district, Basti, women of good family will not go there, nor will teachers from outside have much chance of success; he therefore advocates some local system of training, as for lower primary

teachers of boys' schools, and estimates the cost at Rs. 1,000 a year for the district. The suggestion, which is due to the deputy inspector, may well be considered by other District Boards.

73. The number of girls educated in boys' schools at no cost to the State is over 6,300, or more than double the number reported last year. It is sometimes assumed that mixed education is foreign to the ideas of the people; but oriental literature does not support the assumption, and as a matter of fact girls have always been taught with boys in private schools, where the people are free to follow their own bent without external control, as also in family circles. The report for 1893-94, before I made proposals, with partial success, to formally sanction and encourage the practice in village schools, shows that there were 122 girls in public schools for boys, and nearly ten times as many in private boys' schools, this being more than ten per cent. of the whole number of school girls. Since then the Government of India has turned its attention to the matter and has announced that, especially in village schools, the attendance of young girls along with boys is often beneficial to the girls, and should not be discouraged. The saving of expense by adopting this system more generally is an obvious advantage, particularly when the funds that can be spared for education are so limited.

74. *Isabella Thoburn College* (*aided*) is the only college for women, apart from small classes at European schools. It has continued to excel in the University examinations. Five of the six candidates passed the Intermediate examination, and one of them stood first in the University, gaining the first Government scholarship.

Of last year's successful students five of the six graduates are employed in teaching in high schools, the sixth won a Government scholarship and is studying for the M.A. degree at the Muir Central College; one who passed the Intermediate examination is continuing her studies, the others are teaching. The need for more scholarships is urged by the Principal, and money would be well spent in providing these for every girl who passes the University examination in the first or second division, to enable her to pursue her studies to the next higher stage. The students are carefully tended, mentally, physically and morally. An addition has had to be made to the building to provide dormitory accommodation for forty more students, and Government made a grant of Rs. 11,000 towards the cost.

75. The Middle English examination has been retained in girls' schools, as it serves the purpose of a final examination in the great majority of cases. In fact, if we exclude Europeans, the number of girls reading in the high stage is only 41 throughout the whole province, while in the middle English section there are 292. Sixty-four girls from this province passed the examination out of a total entry of 77. For quality of work the Isabella Thoburn College, the Mary Wanamaker School, and the Almora girls' High School are especially distinguished. The Sigra C. M. S. School, and the girls' Boarding Schools at Fyzabad and Moradabad also deserve honourable mention.

At the Vernacular Final examination 4 girls passed out of seven who appeared. At the Upper Primary 229 passed out of 312. The mass of scholars never go so far as to complete the upper primary course.

76. I mentioned last year that a committee had been appointed to advise Government on the most effective methods of extending female education in the province. Their report was presented by Mr. Chakravarti, the Chairman of the Committee, in the course of the year, and was received by Government with due acknowledgment of its usefulness. It fell to me to study it very carefully in order to shape from it a series of proposals to place the policy for female education on definite lines. To carry out the suggestions of the Committee in their entirety would have demanded an additional charge of fully six lakhs of rupees a year, a sum by no means excessive for the object in view, but yet considerably beyond the power of Government to provide with its present resources. In order, therefore, to bring the cost within more moderate and, as I hoped, attainable bounds, I modified the scale of expenditure throughout, and reduced the estimate for new charges that would be incurred to something like three lakhs of rupees a year. But unfortunately the Government had to announce with regret not only that this reduced amount was not available, but that there were no funds to make any further

allotment for the purpose during the following year. Thus the financial straits of the Government made it impossible to make any large and determined effort for the furtherance of female education, however desirable and even necessary such a measure might be. This admission, made as it was with regret, was received with disappointment by those who had welcomed the action of Government in appointing the Committee as implying a promise of better things.

The lines on which development may be most economically assisted, as evolved from the report of the committee, may here be indicated. The cheapest course is obviously to make more use of existing machinery, by drawing girls in greater numbers, if possible, to schools which are already in being. Besides a few hundred separate schools for girls, there are also boys' schools, particularly in villages, into which little girls are admitted in larger numbers year after year. It would be a powerful stimulus to the teachers of schools of all kinds, whether maintained by the Boards or aided, whether providing separate or mixed education, if at any rate a part of the salary of the teacher were to take the form of a capitation grant reckoned on the average attendance of girls month by month. We owe this valuable suggestion entirely to the deliberations of the committee. In mixed schools, to begin with, the capitation grant should be over and above the ordinary salary of a board school teacher; and supplementary to the ordinary grant in the case of an aided school for boys. In separate schools, if maintained by the Board, the teachers' salary should consist of a fixed portion, which might be Rs. 5 a month, with the capitation grant added; in girls' aided schools the capitation grant alone would suffice. Such a scheme would cost much less than a general provision of new schools for the same number of girl pupils; and it would also be serviceable in places where only a few school-girls could be got together, and where on that account the opening of a separate school for them would be out of the question,—or again wherever a qualified female teacher cannot be found to take charge of a girls' school. These would include the vast majority of cases. In some places it would of course be desirable and practicable to establish new schools for girls, notwithstanding the greater expense involved; and in those cases the salary of the teacher should ordinarily be the same as suggested above, *viz.*, Rs. 5 supplemented by the capitation grant. In all other new schools the cost so far as girls are concerned would be limited to the capitation grant. The adoption of this measure conforms to the policy of the department as defined by Government—

(1) to rely mainly on aided schools and classes;

(2) to work entirely through the District Boards.

Government has sanctioned the award of capitation grants by the District Boards with effect from the 1st April 1906, so far as the funds at their disposal allow, and has publicly approved of 4 annas per scholar as a suitable amount for the grant, but has left this detail to the discretion of the separate Boards, by whom the rate could be adjusted to local circumstances from time to time.*

Towards the close of the year under report I ventured to hold out hopes, as occasions offered, that Government might accept this proposal which was published in the Gazette, and some Assistant and Deputy Inspectors zealously strove to stir up their teachers to qualify for any such grant that might be sanctioned by at once obtaining as many girl pupils as they could. As a consequence there was a very large addition to the number of girls at school during the last two or three months of the year in certain districts,—a prompt response to the mere hope without any definite promise of reward. Assistant Inspector Pandit Murli Dhar Misra has been particularly enthusiastic and successful in rousing his subordinates to make every effort to bring girls under instruction; within three months the number of girls admitted to read in boys' schools alone in his Division, Bundelkhand, rose from 470 to 2,240, the enrolment being nearly multiplied by five; in addition to this there has been an increase in the attendance in girls' schools. The increase in Mainpuri, Jalaun and Lalitpur is conspicuous and is creditable to the district inspecting officers, Babu Ram Autar, Pandit Gauri Shankar Tiwari, B.A., and Babu Mahesh Prasad, B.A., S.C. One Collector refers to the growth so fostered as fictitious; so also, then, would be the richer harvest following upon a

* A subsequent Government order has reduced the rate to 8 annas for five pupils.

more generous treatment of the soil. The same criticism might extend to all education fostered by Government bounties. As a matter of fact these results justify the experiment that has been made, and demonstrate that the system of capitation grants is a cheap and effective method of securing a very large extension of female education. Much larger sums of money could be usefully disbursed in this way; it would be easy to double the number of girls at school thereby. But if the stimulus is withdrawn the response will fade away.

It is, moreover, important to offer inducements to girls to remain at school longer than they usually do; at present very few pass beyond the lower primary stage. It has, therefore, been proposed that scholarships of one rupee a month should be given to girls who have gone through that stage, tenable in the upper primary; and of two rupees a month in the middle section to girls who have passed the upper primary examination. These would be held in girls' schools. This measure has had to be held over until funds are more abundant; but there is in it the promise and the potency of greater thoroughness as well as of a wider diffusion of female education. *Vide* General Table V.

There is good reason to think that home classes will reach many girls who would on no account be allowed to attend a school away from their homes, and it therefore becomes necessary to assist and to some extent to organize these classes. District Boards might in the course of time be able to keep a register of governesses for employment in zananas, their salaries being paid wholly or partly by those engaging their services. Such a scheme would take time to develop into full working order, but the details have been set out in my proposals. In the case of well-to-do families, who could afford to pay their share of a teacher's salary, these home classes would offer the most economical of all means of educating more girls. It is also proposed that, in pursuance of a recommendation of the Government of India, a grant up to one quarter of the expenditure on teachers' salaries might be made on account of secular instruction given in zananas by any organized agency. This plan for the development of home classes also awaits the assignment of funds.

The great need, however, is for a much larger number of women qualified to teach; and hence for considerably more accommodation in normal schools. Each such school should, in the interests of economy, be large enough fully to employ the services of a complete staff of mistresses. More stipends are wanted for pupils under training; and special provision should, in the opinion of the Committee, be made for the training of wives of students attending the men's normal school at the same centre, and likewise for the accommodation of widows who may desire to qualify as teachers. The numbers attending a normal school could easily be increased if every District Board were to select one girl or more every year for training, as some of them indeed have done spontaneously. It has been impossible for the Government to accept these proposals immediately on account of their cost; but something has been done, and more planned, to enlarge the Lucknow Normal School; and grants have been given to classes at aided schools. These meagre measures are, however, not enough to do justice to the matter; and they will no doubt be supplemented hereafter when money is forthcoming for the purpose.

An improvement and increase of the staff of inspectresses were next called for, and the Government has been able to respond by agreeing to the appointment of an Indian Educational Service Inspectress, subject to the sanction of the Secretary of State. The status of the four inspectresses now employed is scarcely satisfactory and deserves further consideration.

Finally it was proposed that committees of gentlemen interested in the promotion of female education should be appointed in each district and in each large town to advise the Boards on all matters connected with this object. These committees are likely to be useful when the present too nearly empty coffers are better filled; in the meantime there would be little for them to do.

Thus it appears that, while the lines of advance have been marked out, the great forward movement is indefinitely postponed.

CHAPTER X.

EDUCATION OF SPECIAL CLASSES.

SECTION A.—*Europeans and Eurasians.*

77. There are some merely nominal changes in the number of schools. The station school, Fatehgarh, again finds a place in the returns, from which it was by error excluded last year. Three schools have had their status raised, and that of one has been lowered for the time as there happen to be no scholars in the secondary section. The change in the number of so-called colleges is accounted for by a reclassification, or by the accidental absence of scholars from the college classes of high schools this year. The increase in the number of training schools is explained by the opening of three more classes, as mentioned in paragraph 57.

Vide General Table III for Europeans.

The number of scholars attending institutions of all kinds has risen from 4,223 to 4,387. It is worth noticing that in 1895 the number returned was only 3,258, and that in eleven years there has therefore been a considerable increase, which suggests that a further expansion is not at all impossible. The number undergoing instruction in secondary and primary schools has increased by 116 during the year.

78. The grants allowed under the Code, apart from grants for buildings, furniture and apparatus, came to Rs. 1,43,000. Grants for these various extras amounted to Rs. 40,800. The corresponding figures for the preceding year were Rs. 1,41,000 and Rs. 74,600; and for the year ending March 1895 Rs. 1,04,200 and Rs. 2,000.

Grants amounting to Rs. 7,000 have been paid towards the repairs of school buildings which were damaged more or less seriously by the disastrous earthquake at Mussoorie in April 1905.

In March 1902 a committee met at Calcutta, by order of the Government of India, to revise the Code of Regulations for European Schools and make proposals, among other things, for modifying the grant-in-aid rules. Owing to a flaw in the committee's scheme, which was brought to notice by the Government of the United Provinces, radical amendments were required; and there has therefore been delay in publishing the Code in the form finally approved by the Government of India, which is in agreement with the alternative proposals of the Local Government. But at length it has appeared, and under it attendance grants will be retained, but will be enhanced to the extent of ten per cent., and they may be supplemented by special grants for particular objects connected with the improvement of the teaching staff.

In the year 1904 a Committee of Directors was appointed by the Government of India to investigate and report upon the financial condition of hill schools, some of which, more especially those for boys, have had to appeal periodically for extraordinary Government subsidies to save them from insolvency. As a consequence of this inquiry some exceptional schemes were drawn up for a few selected schools, placing them under strict financial control in return for a substantial increase of the grants.

In order to enable local Governments to carry the new Code and these supplementary proposals into effect, the Government of India distributed Rs. 2,46,000 among the various provinces, allotting Rs. 50,000 of this to the United Provinces.

79. *European Schools Examinations.*—There was an increase of 32 in the number of high school candidates, but of only one in the number who passed. Among the boys eleven were placed in the first division, six of these being from Oak Grove; but two of the three highest places, with scholarships, were secured by St. Joseph's College, Naini Tal. Of the girls, too, eleven were in the first division, of whom four were from All Saints, Naini Tal, and three from Wellesley; the two scholarships were won by All Saints and Oak Grove.

The numbers were not maintained at the middle school stage, and the results compare unfavourably with those of last year. Only three boys, all from St. Joseph's, passed in the first division, and they carried off the three scholarships

There were four girls in the first division, two from the Allahabad Girls' High School, one from Wellesley, and one from All Saints, Naini Tal; the three scholarships were won by the girls from the first two of these schools.

At the primary examination sixty-one passed in the first division, of whom 18 appeared from the Oak Grove schools. St. Joseph's is credited with three of the four scholarships for boys, the fourth going to the Allahabad Boys' High School. Of the four scholarships for girls two were won by Wellesley school and one each by Oak Grove and Hampton Court.

It will be seen that eight of the nine scholarships offered to boys in these three examinations have gone to candidates appearing from St. Joseph's College, Naini Tal, which thus maintains its reputation as a place of sound education throughout all its departments.

80. The Inspector, Mr. J. Murray, examined nine teachers in the practice of teaching for proficiency certificates; they are employed as follows: one in the Oak Grove School, four at the Wynberg Institute, and four at the Girls' High School, Cawnpore; all these teachers were reported to have acquitted themselves satisfactorily. A proficiency certificate was also granted to a teacher in the All Saints School, Naini Tal, who had passed the examination of the Froebel Society of Great Britain and Ireland before taking up her appointment at the school. The plan of requiring teachers to qualify for these certificates is of much use in raising the character of their teaching and improving the schools where they are engaged.

SECTION B.—*Hindus and Muhammadans.*

81. The increase in the number of Hindu scholars during the year is over 61,000 of Muhammadans it is 12,670. Since the Hindu population is six times as great as the Muhammadan, the advance made by the latter community is still maintained beyond its numerical proportion according to population; but it is gradually losing its lead. The percentage of Muhammadan scholars to the total of both denominations has receded during the year from 19·2 to 18·9, the corresponding figure in proportion to population being 14. This relative retrogression is not merely a fluctuation of the present year. A reference to the statistical tables of 1895 will establish the fact that at that time 23·6 per cent. of the pupils belonging to these two sections were Muhammadans, as compared with the 18·9 per cent. to-day. During these eleven years the number of Hindu scholars has more than doubled, the actual increase being 108 per cent. while the increase among Muhammadans is 57 per cent. Thus while the advantage is yet with the Muhammadans, the Hindus are steadily overtaking them. Moreover the preponderance of Muhammadans is really due to the large attendance at Qoran schools, and, if the almost exclusively religious instruction given in these is not counted, it appears that the number of Muhammadan scholars undergoing ordinary secular schooling has already been almost reduced to their share of the total number according to population. But in colleges the Muhammadans remain well to the fore, though it should be remembered that a good number of the students at the Muhammadan Anglo-Oriental College, Aligarh, are as a matter of fact not otherwise residents of this province, but are drawn from other provinces and countries. This statement will make it clear what is the present relative progress of these two main sections of the population in regard to education, and what is the apparent tendency of the changes that are going on from year to year.

The leaders of the Muhammadan community, with their European counsellors and co-adjutors, now aim at devising an effective mechanism for discovering and assisting their poor but deserving boys; in order to get at those who may be made of service to the community and to lend them a helping hand; in fact they desire to open a career for the best, whether rich or poor, holding with Plato that children should be educated not according to the fortune of the parent but according to the understanding and capacity of the child, an idea, indeed, which seems to have a firm hold on the mind of the Indian public.

SECTION C.—*Colvin Taluqdars' School, Lucknow.*

82. The expansion noticed in this school last year has been well sustained, the number of scholars rising to 55. Four candidates were sent up for the Entrance examination and one passed.

All the boys take an interest in outdoor sports, and an excellent musical ride and mounted display were given by them on Old Boys' day.

During the year the new boarding house has been completed with the exception of 3 rooms; also another master's house has been built.

The boys were privileged to form the Guard of Honour to His Royal Highness the Prince of Wales and His Excellency the Viceroy on the occasion of their visits to Lucknow, and were complimented by his Royal Highness on their smart appearance.

SECTION D.—*Reformatory School, Chunar.*

83. The school has made good progress in the education of the boys. This is the first year in which a reformatory pupil has passed the upper primary examination. Steps are being taken to enable the successful scholar to continue his studies after discharge from the reformatory. The annual examination results tell of fair improvement. Careful attention has been paid as usual to moral training, and Hindu, Musalman and Christian boys are encouraged to attend their respective places of worship. Their general behaviour has been reported to be good.

Since the control of the pumping engine was transferred to the institution there has been no stoppage in its working serious enough to cause any inconvenience. When the workshop is efficiently equipped, and duplicate pieces of the more important parts of the machinery are stocked, it is hoped that a constant supply of water will be maintained.

The great improvements in the equipment of almost all the workshops, and the introduction of fresh industries, have improved the quality as well as the quantity of the industrial work.

The gardens have been extended and are in a flourishing condition.

Of 135 boys discharged during the last three years ten have been reconvicted, while 68 are reported to be doing satisfactorily.

The licensing system that has lately been adopted will, it is hoped, diminish the number of youths who become untraceable after their discharge from the institution, and also offer better facilities for employment to those in search of work.

CHAPTER XI.

PRIVATE INSTITUTIONS.

84. Private institutions are mainly elementary schools teaching the vernacular only or mainly, and not following the department's curriculum; in number they have this year increased by 10 per cent., thus sharing in the general progress; the attendance of scholars has increased by about 30,000, or 8 per cent., three quarters of the increase occurring among Hindus. Qoran schools come next in numerical order, and they have also increased by 10 per cent., and the attendance at them by 20 per cent.; the scholars are naturally Muhammadans as a general rule, but there are no fewer than 22 Hindus returned as reading in these schools. Then there are Arabic and Persian schools with over 9,000 scholars, and Sanskrit schools with nearly 6,000. Some of these enjoy a wide reputation as centres of classical learning. There are 86 other unclassed schools in the list, accounting for a couple of thousand scholars.

Vide General Table III.

CHAPTER XII.

Physical and Moral Training.

85. Games and athletics are greatly encouraged and popularised in schools and colleges by the University Tournament, the Circle Tournaments for the benefit mainly of English schools, and district tournaments such as are every year becoming more general throughout the province. It is unnecessary to put on record here the details of these Olympic meetings.

I have on a former occasion referred to the poverty of Indian students and school boys, which checks their devotion to games which have been adopted from a wealthier western people. Yet these games and physical exercises are so beneficial and so popular that it seems an obvious duty to foster them; the national games that can be played without incurring the same expense cannot serve the same purpose so effectively. In this as in other directions, Indian boys require much more to be done for them than English boys, and if their education is to be made complete the help must be given. The case may be illustrated by the remark of the principal of a college who, when noting that the chief difficulty in the matter of games is one of finance, says that the subscription paid by a student is only 4 annas a month—"a ridiculously small sum; yet many complain even of this and, in addition, expect the very best and most complete apparatus possible." Another college was unable to take part in the University Tournament because the monthly subscription of 3 or 4 annas left nothing to meet this expense. The same note is sounded with variations from various quarters.

Itinerant gymnastic instructors have been appointed in more districts, and are now found in considerable numbers. In Mahoba the Joint Magistrate himself superintends the athletic games of the town schools and has formed a hockey team. One great defect is that the masters generally take no part in school games.

In state schools *desi kasrat* continues to be practised, but without some of the more difficult or unsuitable exercises, some of which are not of sufficient value to make up for the ridicule they arouse amongst spectators. But this exercise is sometimes confined to selected classes or boys; in aided schools it is neglected. Many of the elder boys in town schools habitually shirk this form of exercise, especially if inclined to stoutness; they might be allowed to take drilling instead, to which there is not the same objection.

86. There is nothing new to report with regard to moral training. This is a matter which has ever been a part of religious teaching, which is excluded from state schools attended, as they are, by scholars of many different castes and creeds. Reliance is placed upon the general moral effect of regular school work. Aided and unaided schools can and do exert a more direct influence. Something may be done by insisting upon good manners in ordinary school relations, and so overcoming the lamentable rusticity of the pupils which one Inspector notices. Teachers would do much good if they insisted upon good manners and courteous behaviour towards themselves in class, and if they succeeded in making boys forego their little rudenesses in their treatment of one another.

CHAPTER XIII.

The Preparation and Distribution of Text-books.

87. The Provincial Text-book Committee has continued to render useful service.

The progress so far made in the preparation of improved vernacular readers was reported last year. The lower primary reader for classes I and II, and the science reader for classes III and IV with the sequel for classes V and VI, have been further considered by the department and by a special language committee appointed by Government. This committee has examined the vernacular renderings, and has proposed certain alterations in the language used. When these have been carried out by the publishers the readers will be finally submitted to the Text-Book Committee for an expression of its opinion upon the printing and get-up of the books and their price. The books should be brought into use in schools next year.

The Text-Book Committee has meanwhile been occupied in selecting a vernacular General Reader for the upper primary standard, to be read along with the Science Reader. A special joint committee of the members of the Hindi and Urdu sub-committees was convened for the purpose, with Dr. Thibaut as President. The joint committee unanimously approved of the matter of a reader submitted, like the other selected readers, by the Indian Press of Allahabad. The reader was then sent on to the special language committee for an examination of the language, and it was returned by it approved subject to a few alterations in the wording.

The preparation and examination of these readers have occupied much time; but considering the importance and the difficulty of securing a satisfactory settlement of this matter it has been necessary to proceed at each stage with the utmost care and circumspection.

88. The maintenance of book depôts by district boards for the supply of books to their schools is being gradually abandoned in favour of the encouragement of private enterprise. This is a sign of the progress of the country. There are now only about a dozen book depôts left, and chiefly in the Fyzabad division of Oudh. Care is necessary in appointing a proper bookseller in each district. The village teacher needs to be told where he should buy all his books, and he has to be saved from having dealings with a tradesman who would attempt to force upon him pernicious literature. While, as a rule, book agents are thus appointed by the Boards this is not the case everywhere; in some districts the business is thrown open to any one who cares to embark on it.

T. C. LEWIS, M. A.,
Director of Public Instruction,
United Provinces.

Allahabad:
The 7th September 1906.

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APPENDICES.

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Provincial Table B—Giving particulars of Vernacular Primary schools for boys for the year ending 31st March 1906	31A

GENERAL TABLE I.

Abstract Return of Colleges, Schools and Scholars in the United Provinces of Agra and Oudh, at the end of the official year 1905-1906.

(For details see General Table III.)

Area and population.				Public Institutions.							Private institutions.		Grand Total.	Percentage of.	
Total area in square miles.	Number of towns and villages.	Population.	Institutions and Scholars.	Collegiate Education.		School Education, General.		School Education, Special.		Total of Public Institutions.	Advanced.	Elementary.			
				Arts Colleges.	Professional Colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
107,164	Towns 455 Villages 105,073 **Total 105,528**	Males 24,616,942 Females 23,074,840 **Total 47,691,782**	Institutions. For Males	23	9	526	9,156	52	72	9,838	877	4,026	14,741	Institutions to number of towns and villages.	13·97
			Institutions. For Females.	6	...	46	643	7	2	704	...	263	967		·92
			Total ...	**29**	**9**	**572**	**9,799**	**59**	**74**	**10,542**	**877**	**4,289**	**15,708**		**14·88**
			Scholars. Males ...	2,931	785	78,366	3,87,280	912	3,411	4,73,685	14,767	54,678	5,43,130	Male scholars to male population of school-going age.	14·71
			Scholars. Females..	39	...	3,874	24,307	154	80	28,454	105	4,647	33,206	Female scholars to female population of school-going age.	·96
			Total ...	**2,970**	**785**	**82,240**	**411,587**	**1,066**	**3,491**	**502,139**	**14,872**	**59,325**	**576,336**		**8·06**

GENERAL TABLE II.

Abstract Return of Expenditure on Public Instruction in the United Provinces, for the official year 1905-1906.

(For Details see General Table IV.)

	Total Direct Expenditure on Public Instruction.							Total Indirect Expenditure on Public Instruction.								Total Expenditure on Public Instruction.
	Collegiate Education.		School Education, General.		School Education, Special.		Total.	University.	Direction.	Inspection.	Scholarship.	Building.	Special Grants for furniture and apparatus.	Miscellaneous	Total.	
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.										
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Institutions { For males	4,49,827	2,42,432	15,32,709	12,17,592	90,752	1,40,612	36,73,924	58,905	66,885	4,14,479	1,21,498	12,14,730	95,893	5,22,003	24,94,393	66,21,318
{ For females	10,140	...	2,68,936	1,45,883	26,842	1,200	4,53,001									
Total ...	4,59,967	2,42,432	18,01,645	13,63,475	1,17,594	1,41,812	41,26,925	58,905	66,885	4,14,479	1,21,498	12,14,730	95,893	5,22,003	24,94,393	66,21,318
2. (*a*)—Percentages of Provincial expenditure included in columns 2—17 to total Provincial expenditure on Public Instruction.	12·4	15·2	13·2	1·7	·2	5·5	48·2	3·3	4·6	11·4	2·4	26·6	1·4	2·1	51·8	100·0
(*b*)—Percentages of Local Fund expenditure included in columns 2—17 to total Local Fund expenditure on Public Instruction.	·0	...	18·6	41·7	4·0	·9	65·2	...	...	9·9	1·3	20·4	1·7	1·5	34·8	100·0
(*c*)—Percentages of Municipal expenditure included in columns 2—17 to total Municipal expenditure on Public Instruction.	3·5	...	39·2	44·8	·1	·8	83·4	...	...	·1	1·9	6·4	1·6	1·6	11·6	100·0
(*d*)—Percentages of total expenditure in columns 2—17 to total expenditure on Public Instruction.	6·9	3·7	27·2	20·6	1·8	2·1	62·3	·9	1·0	6·3	1·8	18·3	1·5	7·9	37·7	100·0

GENERAL TABLE II.

Abstract Return of Expenditure on Public Instruction in the United Provinces, for the official year 1905-1906—(concluded).

(For details see General Table IV.)

	Total Direct Expenditure on Public Instruction.						
	Collegiate Education.		School Education, General.		School Education, Special.		Total.
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	
1	2	3	4	5	6	7	8
3. Average annual cost of educating each pupil in—	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs a: p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Government Institutions: Cost to Provincial Revenues.	139 12 3	379 9 2	4 7 11	4 5 11	...	32 5 7	29 9 10
Government Institutions: Cost to Local and Municipal Funds.	...	...	21 10 7	4 4 4	136 1 11	8 2 1	19 8 4
Total Cost ...	181 13 9	397 0 1	43 15 2	11 4 2	136 6 7	45 3 7	62 14 10
Local Fund Schools: Cost to Provincial Revenues.	...	...	...	...	...	...	...
Local Fund Schools: Cost to Local Funds	...	...	4 13 0	3 7 8	37 13 7	7 10 9	3 11 3
Total Cost ...	...	...	6 2 7	3 12 6	38 10 2	17 11 8	4 4 8
Municipal Schools: Cost to Provincial Revenues.	...	...	0 0 11	...	...	...	0 0 2
Municipal Schools: Cost to Municipal Funds.	...	...	9 0 8	4 6 10	...	13 2 6	5 5 9
Total Cost ...	...	...	17 8 6	5 4 7	...	13 2 6	7 10 9
Institutions in Native States: Cost to Native State Revenues.	...	...	28 3 4	...	...	...	26 1 10
Institutions in Native States: Cost to Local and Municipal Funds.	...	...	...	...	...	...	...
Total Cost ...	...	...	28 3 4	4 4 7	...	...	26 6 11
Aided Institutions: Cost to Provincial Revenues.	57 12 0	...	7 4 6	0 1 9	29 11 4	4 5 9	1 11 4
Aided Institutions: Cost to Local and Municipal Funds.	6 1 9	...	5 13 6	1 12 6	20 11 7	7 6 0	2 7 7
Total Cost ...	190 12 8	...	41 15 10	2 12 5	127 13 10	29 15 0	10 7 7
Unaided Institutions—Total Cost.	127 9 11	69 10 5	42 10 7	5 5 8	266 14 0	48 1 4	36 0 5
All Institutions: Cost to Provincial Revenues.	66 11 6	294 0 8	2 7 6	0 1 0	2 15 0	23 6 9	1 8 0
All Institutions: Cost to Local and Municipal Funds.	2 7 8	...	6 15 6	2 15 10	98 0 4	7 4 4	3 14 3
Total Cost ...	170 0 8	323 3 11	23 3 2	3 9 5	112 15 4	41 15 8	8 13 11

EDUCATION—GENERAL

Return of Colleges, Schools and Scholars in the

Class of institutions.	Public Under Public Manage							
	Managed by Government.				Managed by District or Municipal Boards.			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
Collegiate Education.								
Arts Colleges.								
English	2	383	365	310	...	...	...	...
Oriental	2	495	473	385	...	...	...	...
Colleges or Departments of Colleges for Professional Training.								
Law	1	128	118	96	...	...	...	...
Medicine	...	...	...	...	...	...	...	...
Engineering	1	427	402	401	...	...	...	...
Teaching	1	58	61	56	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...
Total ...	**7**	**1,491**	**1,419**	**1,248**	...	...	...	...
School Education, General.								
Secondary Schools.								
For Boys. High Schools ...	36	7,549	7,249	6,339	1	332	356	271
For Boys. Middle Schools English ...	7	793	728	625	12	1,144	1,088	905
For Boys. Middle Schools Vernacular	5	620	600	453	307	44,683	41,692	32,016
For Girls. High Schools ...	...	...	...	...	...	...	...	...
For Girls. Middle Schools English ...	...	...	...	...	...	...	...	...
For Girls. Middle Schools Vernacular	...	...	...	...	1	40	23	23
Total ...	**48**	**8,962**	**8,577**	**7,417**	**321**	**46,199**	**43,159**	**33,215**
Primary Schools.								
For Boys	20	1,347	1,176	993	5,448	2,72,719	251,744	194,440
For Girls	35	1,661	1,483	1,006	252	7,336	6,806	5,166
Total ...	**55**	**3,008**	**2,659**	**1,999**	**5,700**	**280,055**	**258,550**	**199,606**
School Education, Special.								
Schools for Special Instruction.								
Training Schools for Masters	5	646	633	606	47	266	262	248
Training Schools for Mistresses.	1	28	27	23	...	...	...	...
Schools of Art	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...
Medical Schools ...	2	317	307	304	...	...	...	...
Engineering and Surveying Schools.	...	...	...	...	...	...	...	...
Technical and Industrial Schools.	1	225	187	158	1	11	9	9
Commercial Schools ...	...	...	...	...	...	...	...	...
Agricultural Schools ...	1	74	67	67	...	...	...	...
Reformatory Schools ...	1	144	164	145	...	...	...	...
Other Schools	43	1,688	1,654	1,321	2	146	136	103
Total ...	**54**	**3,122**	**3,039**	**2,624**	**50**	**423**	**407**	**360**
Total of Colleges and Schools of Public Instruction.	**164**	**16,583**	**15,694**	**13,288**	**6,071**	**326,677**	**302,116**	**233,181**

TABLE III.

United Provinces, for the official year 1905-1906.

Institutions.							
ment.				Under Private Management.			
Maintained by Native States.				Aided by Government or by District or Municipal Boards.			
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
10	11	12	13	14	15	16	17
...	...	...	...	8	1,096	986	841
...	...	...	...	3	117	111	75
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	**...**	**...**	**...**	**11**	**1,213**	**1,097**	**916**
1	341	349	261	53	11,692	11,246	9,657
...	...	...	...	46	5,250	4,919	4,159
...	...	...	...	14	1,426	1,387	986
...	...	...	...	18	1,628	1,616	1,493
...	...	...	...	20	1,812	1,780	1,538
...	...	...	...	1	57	56	43
1	**341**	**349**	**261**	**152**	**21,865**	**21,004**	**17,876**
1	22	28	18	3,580	114,066	105,183	85,420
...	...	...	...	333	10,403	9,356	7,461
1	**22**	**28**	**18**	**3,913**	**124,469**	**114,539**	**92,881**
...	...	...	...	...	...	...	...
...	...	...	...	2	107	103	20
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	4	230	217	201
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	9	324	282	242
...	**...**	**...**	**...**	**15**	**661**	**602**	**463**
2	**363**	**377**	**279**	**4,091**	**148,208**	**137,242**	**112,136**

GENERAL

Return of Colleges, Schools and Scholars in the

Class of institutions.	Public Institutions. Under Private Management (*concld*). Unaided. Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand total of public institutions.	Grand Total of scholars on the 31st of March.	Number of scholars on the 31st of March learning— English.	A classical language.	A vernacular language.	Europeans and Eurasians.
1	18	19	20	21	22	23	24	25	26	27
School Education, General. Collegiate Education.										
Arts Colleges.										
English	12	611	563	492	22	2,090	2,081	1,053	11	45
Oriental	2	268	207	184	7	880	186	795	85	...
Colleges or Departments of Colleges for Professional Training.										
Law	6	172	169	129	7	300	300	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	1	427	427	...	...	82
Teaching	...	...	...	...	1	58	58	12	48	...
Agriculture	...	...	...	...	...	...	...	...	...	...
Total ...	**20**	**1,051**	**939**	**805**	**38**	**3,755**	**3,052**	**1,860**	**144**	**127**
Secondary Schools..										
For Boys. High Schools ...	14	2,335	2,210	1,860	105	22,249	18,959	7,809	19,793	1,582
For Boys. Middle Schools English ...	27	2,172	1,978	1,563	92	9,359	5,779	1,822	9,122	492
For Boys. Middle Schools Vernacular	3	68	68	57	329	46,797	...	...	46,797	...
For Girls. High Schools ...	2	89	103	95	20	1,717	1,656	421	821	1,213
For Girls. Middle Schools English ...	4	209	212	184	24	2,021	965	18	1,969	311
For Girls. Middle Schools Vernacular	...	...	...	...	2	97	...	...	97	...
Total ...	**50**	**4,873**	**4,571**	**3,759**	**572**	**82,240**	**27,359**	**10,070**	**78,599**	**3,598**
Primary Schools.										
For Boys	107	3,248	3,057	2,407	9,156	391,402	841	300	390,943	202
For Girls	23	785	677	469	643	20,185	582	58	19,836	345
Total ...	**130**	**4,033**	**3,734**	**2,876**	**9,799**	**411,587**	**1,423**	**358**	**410,779**	**547**
School Education, Special. *Schools for Special Instruction.*										
Training Schools for Masters	...	...	...	...	52	912	...	...	1,091	...
Training Schools for Mistresses.	4	19	16	16	7	154	126	5	137	24
Schools of Art... ...	1	5	5	5	1	5	5	1	2	5
Law Schools	...	...	...	...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	2	317	...	...	...	1
Engineering and Surveying Schools.	5	99	84	80	5	99	99	6	74	99
Technical and Industrial Schools.	3	192	224	169	9	658	87	26	631	...
Commercial Schools ...	...	...	...	...	...	...	...	...	...	...
Agricultural Schools ...	...	...	...	...	1	74	74	...	148	...
Reformatory Schools ...	...	...	...	...	1	144	...	...	144	...
Other Schools ...	1	36	42	34	55	2,194	188	245	1,761	40
Total ...	**14**	**351**	**371**	**304**	**133**	**4,557**	**579**	**283**	**3,988**	**169**
Total of Colleges and Schools of Public Instruction.	**214**	**10,308**	**9,615**	**7,744**	**10,542**	**502,139**	**32,413**	**12,571**	**493,510**	**4,441**
PRIVATE INSTITUTIONS. 1. *Advanced teaching*— (*a*) Arabic or Persian ...					549	9,127	19	9,001	108	...
(*b*) Sanskrit					328	5,745	...	5,578	167	...
(*c*) Any other oriental classic.					...	...	...	...	...	...
2. Elementary, teaching a vernacular only or mainly. For Boys.					2,579	36,714	436	1,283	34,978	...
2. Elementary, teaching a vernacular only or mainly. „ Girls.					141	2,395	6	...	2,389	...
3. Elementary, teaching the Koran. For Boys					1,362	16,746	...	16,708	38	...
3. Elementary, teaching the Koran. „ Girls.					121	1,147	...	1,147	...	...
4. Other Schools not conforming to Departmental standards. For Boys.					85	2,255	1,331	377	878	...
4. Other Schools not conforming to Departmental standards. „ Girls.					1	68	23	...	68	...
Total ...					5,166	74,197	1,815	34,094	38,626	...
GRAND TOTAL ...					15,708	576,336	34,228	46,665	532,136	4,441

TABLE III.

United Provinces, for the official year 1905-1906.

Classification of scholars on the 31st of March according to race or creed.							Number of girls in boys' schools.	Number of boys in girls' schools.
Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.		
	Brahmans.	Non-Brahmans.						
28	29	30	31	32	33	34	35	36
38	452	1,045	509	...	1	...	2	...
...	784	48	48	...	...	...	...	...
2	66	178	50	...	4	...	...	...
...	..	...	...	...	...	...	...	...
3	41	232	69	...	...	...	...	...
2	12	34	10	...	...	...	...	...
...	...	...	...	...	...	...	...	...
45	**1,355**	**1,537**	**686**	...	**5**	...	**2**	...
841	4,013	11,090	4,661	17	22	23	175	...
614	1,488	4,733	1,980	2	6	39	131	...
130	10,943	25,306	10,400	8	...	10	122	...
469	3	24	4	4	...	...	...	193
1,608	25	59	6	...	12	...	...	167
53	4	40	...	...	...	...	...	29
3,715	**16,476**	**41,257**	**17,051**	**31**	**40**	**72**	**428**	**389**
336	112,757	227,341	50,281	69	2	414	4,686	...
922	3,773	11,132	3,878	...	2	133	...	564
1,258	**116,530**	**238,473**	**54,159**	**69**	**4**	**547**	**4,686**	**564**
...	401	372	137	...	...	2	...	...
101	4	6	19	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
82	34	155	45	...	...	...	...	...
...	...	...	...	...	...	...	...	...
269	50	176	163	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	7	41	26	...	...	...	...	...
1	18	88	37	...	...	...	...	...
21	280	1,558	290	1	4	...	...	...
474	**794**	**2,396**	**717**	**1**	**4**	**2**	...	...
5,492	**135,155**	**283,663**	**72,613**	**101**	**53**	**621**	**5,116**	**953**
...	119	865	8,143	...	...	...	99	...
...	4,951	641	153	...	...	...	6	...
...	...	...	...	...	...	...	...	...
1,336	6,745	21,417	7,202	...	...	14	488	...
741	310	1,181	161	...	...	2	...	36
...	...	22	16,724	...	...	...	596	...
...	...	...	1,147	...	...	...	...	11
137	508	1,052	558	...	...	...	...	...
68	...	...	...	...	...	...	...	...
2,283	**12,633**	**25,178**	**34,088**	..	...	**16**	**1,189**	**47**
7,774	**147,788**	**308,841**	**106,701**	**101**	**53**	**637**	**6,305**	**1,000**

GENERAL TABLE III A.

Number of Scholars on the 31st March, classified according to sex, race or creed.

		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Pársis.	Others.
				Brahmans.	Non-Brahmans.				
COLLEGIATE EDUCATION—									
Arts Colleges—									
English ...	Male ...	16	31	452	1,042	509	...	1	...
	Female ...	29	7	...	3	...	...	...	...
Oriental ...	Male ...	...	...	784	48	48	...	...	...
	Female ...	...	...	...	...	...	...	...	...
Colleges for Professional Training—									
Law ...	Male ...	...	2	66	178	50	...	4	...
	Female ...	...	...	...	...	...	...	...	..
Medicine ...	Male ...	...	...	...	...	...	...	....	...
	Female ...	...	...	...	...	...	...	...	...
Engineering ...	Male ...	82	3	41	232	69	...	...	...
	Female ...	...	...	...	...	...	...	...	...
Teaching ...	Male ...	...	2	12	34	10	...	...	...
	Female ...	...	...	...	...	...	...	...	...
Agriculture ...	Male ...	...	...	...	...	...	...	...	...
	Female ...	...	..	...	...	...	...	...	...
Total ...		**127**	**45**	**1,355**	**1,537**	**686**	...	**5**	...
SCHOOL EDUCATION—GENERAL—									
Secondary Schools—									
For Boys—									
High Schools...	Male ...	1,407	841	4,013	11,090	4,661	17	22	23
	Female ...	175	...	...	...	...	...	...	...
Middle Schools—									
English ...	Male ...	361	614	1,488	4,738	1,980	2	6	39
	Female ...	131	...	...	...	...	...	...	...
Vernacular ...	Male ...	...	130	10,905	25,224	10,398	8	...	10
	Female ...	...	...	38	82	2	...	...	...
For Girls—									
High Schools...	Male ...	169	20	...	4	...	...	...	...
	Female ...	1,044	449	3	20	4	4	...	...
Middle Schools—									
English ...	Male ...	86	80	..	1	...	...	...	...
	Female ...	225	1,528	25	58	6	...	12	...
Vernacular ...	Male ...	...	23	...	6	...	...	...	...
	Female ...	...	30	4	34	...	...	...	...
Total ...		**3,598**	**3,715**	**16,476**	**41,257**	**17,051**	**31**	**40**	**72**
Primary Schools—									
For Boys ...	Male ...	107	296	111,457	224,426	49,945	69	2	414
	Female ...	95	40	1,300	2,915	336	...	...	...
For Girls ...	Male ...	172	38	128	210	16	...	...	...
	Female ...	173	884	3,645	10,922	3,862	...	2	133
Total ...		**547**	**1,258**	**116,530**	**238,473**	**54,159**	**69**	**4**	**547**
SCHOOL EDUCATION—SPECIAL—									
Schools for Special Instruction—									
Training Schools ...	Male ...	...	...	401	372	137	...	...	2
	Female ...	24	101	4	6	19	...	...	...

GENERAL TABLE III A.

Number of Scholars on the 31st March, classified according to sex, race or creed—(concluded).

	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
			Brahmans.	Non-Brahmans.				
SCHOOL EDUCATION—SPECIAL—(*concluded*).								
Schools for Special Instruction (concluded).								
Schools of Art { Male	...	...	...	...	...	...	...	...
Schools of Art { Female	5	...	...	...	...	...	...	...
Law Schools { Male	...	...	...	...	...	...	...	...
Law Schools { Female	...	...	...	...	...	...	...	...
Medical Schools { Male	...	17	34	147	44	...	...	...
Medical Schools { Female	1	65	...	8	1	...	...	...
Engineering and Surveying Schools { Male	99	...	...	...	...	...	...	...
Engineering and Surveying Schools { Female	...	...	...	...	...	...	...	...
Industrial Schools { Male	...	269	50	176	163	...	...	...
Industrial Schools { Female	...	...	...	...	...	...	...	...
Agricultural Schools { Male	...	...	7	41	26	...	...	...
Agricultural Schools { Female	...	...	...	...	...	...	...	...
Reformatory Schools { Male	...	1	18	88	37	...	...	...
Reformatory Schools { Female	...	...	...	...	...	...	...	...
Other Schools { Male	40	21	280	1,558	290	1	4	...
Other Schools { Female	...	...	...	...	...	...	...	...
Total ...	**169**	**474**	**794**	**2,396**	**717**	**1**	**4**	**2**
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION ...	**4,441**	**5,492**	**135,155**	**283,663**	**72,613**	**101**	**53**	**621**
PRIVATE INSTITUTIONS—								
1. ADVANCED TEACHING—								
(*a*) Arabic or Persian. { Male	...	...	119	855	8,054	...	...	...
(*a*) Arabic or Persian. { Female	...	...	...	10	89	...	...	...
(*b*) Sanskrit { Male	...	...	4,945	641	153	...	...	...
(*b*) Sanskrit { Female	...	...	6	...	...	...	...	...
(*c*) Any other Oriental Classic. { Male	...	...	...	...	...	...	...	...
(*c*) Any other Oriental Classic. { Female	...	...	...	...	...	...	...	...
2. ELEMENTARY TEACHING—A VERNACULAR ONLY OR MAINLY—								
For Boys { Male	...	1,285	6,677	12,184	7,066	...	...	14
For Boys { Female	...	51	68	233	136	...	...	...
For Girls { Male	...	...	1	35	...	...	...	...
For Girls { Female	...	741	309	1,146	161	...	...	2
3. ELEMENTARY TEACHING—THE KORAN ONLY—								
For Boys { Male	...	...	...	22	16,128	...	...	...
For Boys { Female	...	...	...	...	596	...	...	...
For Girls { Male	...	...	...	...	11	...	...	...
For Girls { Female	...	...	...	...	1,136	...	...	...
4. OTHER SCHOOLS NOT CONFORMING TO DEPARTMENTAL STANDARDS—								
For Boys { Male	...	137	508	1,052	558	...	...	...
For Boys { Female	...	...	...	...	...	...	...	...
For Girls { Male	...	...	...	...	...	...	...	...
For Girls { Female	...	68	...	...	...	...	...	...
Total of Private Institutions...	...	**2,282**	**12,633**	**25,178**	**3,4088**	...	...	**16**
Grand Total ...	**4,441**	**7,774**	**147,788**	**308,841**	**106,701**	**101**	**53**	**637**

GENERAL

Return of Expenditure on Public Instruction in the

Objects of expenditure.	Public Under Public Managed by Government.						
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION. *Arts Colleges.*							
English	1,01,262	...	...	34,032	...	772	136,066
Oriental	15,864	...	...	...	...	469	16,333
Colleges or Departments of Colleges for Professional Training.							
Law	...	...	...	8,360	...	...	8,360
Medicine...	...	...	...	...	...	...	...
Engineering	1,89,557	...	...	1,769	...	...	1,91,326
Teaching	30,975	...	...	...	...	...	30,975
Agriculture	...	...	...	...	...	...	...
Total ...	**3,37,658**	...	...	**44,161**	...	**1,241**	**3,83,060**
SCHOOL EDUCATION, GENERAL. *Secondary Schools.*							
For Boys — High Schools ...	37,736	1,57,024	9,284	1,37,484	856	4,960	3,47,344
For Boys — Middle English ...	...	14,355	1,348	7,891	387	247	24,228
For Boys — Middle Vernacular Schools	838	3,773	...	780	...	...	5,391
For Girls — High Schools ...	...	...	...	...	...	...	...
For Girls — Middle English ...	...	...	...	...	...	...	...
For Girls — Middle Vernacular Schools	...	...	...	...	...	...	...
Total ...	**38,574**	**1,75,152**	**10,632**	**1,46,155**	**1,243**	**5,207**	**3,76,963**
Primary Schools.							
For Boys	961	4,754	2,703	6,747	101	120	15,386
For Girls	10,659	3,792	110	...	..	...	14,561
Total ...	**11,620**	**8,546**	**2,813**	**6,747**	**101**	**120**	**29,947**
SCHOOL EDUCATION, SPECIAL. *Schools for Special Instruction.*							
Training Schools for Masters ...	...	80,437	...	...	...	192	80,629
Training Schools for Mistresses ...	...	9,402	...	...	...	...	9,402
Schools of Art	...	...	...	...	...	...	..
Law Schools	...	...	...	...	...	...	...
Medical Schools	33,537	...	...	...	...	...	33,537
Engineering and Surveying Schools	...	...	...	...	...	...	...
Technical and Industrial Schools...	9,781	...	...	974	...	553	11,308
Commercial Schools	..	...	...	...	...	...	...
Agricultural Schools	5,172	5,172	...	...	...	...	10,344
Reformatory Schools	28,468	...	...	...	...	...	28,468
Other Schools	...	14,139	30	9,758	...	7	23,934
Total ...	**76,958**	**1,09,150**	**30**	**10,732**	...	**752**	**1,97,622**
Buildings	1,88,570	76,479	1,658	86	...	...	266,793
Furniture and Apparatus (Special grants only).	13,353	4,693	...	...	...	...	18,046
Total ...	**2,01,923**	**31,172**	**1,658**	**86**	...	...	**2,84 839**
University	...	...	..	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS, HELD IN — Arts Colleges	...	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...	...
Other Professional Colleges ...	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Technical and Industrial Schools...	...	...	...	...	...	...	...
Reformatory Schools... ...	...	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Total Expenditure on Public Instruction.	**6,66,733**	**3,74,020**	**15,133**	**2,07,881**	**1,344**	**7,320**	**12,72,431**

TABLE IV.

United Provinces, for the official year 1905-1906.

Institutions.	Managed by District or Municipal Boards.						Managed by Native States.		
Management.									
Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native State Revenues.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...
..	...	...	...	...	...	...	..	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	..	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	2,480	1,597	5,159	...	...	9,236	9,845	..	9,845
156	2,418	14,752	10,900	...	246	28,472	...	...	...
...	1,94,349	16,724	85,814	1,977	646	2,99,510	..	...	...
...	...	...	...	..	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
	...	652	...	...	...	652	...	...	...
156	1,99,247	33,725	1,01,873	1,977	892	3,37,870	9,845	...	9,845
...	8,38,140	44,984	70,295	3,684	1,438	9,58,541	...	120	120
...	25,814	10,659	...	...	35	36,508	...	...	...
...	8,63,954	55,643	70,295	3,684	1,473	9,95,049	...	120	120
...	9,916	152	55	...	...	10,123	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	405	...	...	...	405	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	514	621	2	...	672	1,809	...	...	...
...	10,430	1,178	57	..	672	12,337	...	...	...
303	4,36,622	9,069	...	1,670	...	4,47,664	...	...	...
...	38,277	2,643	...	...	57	40,977	...	...	...
303	4,74,899	11,712		1,670	57	4 88,641	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	..	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	..	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	..	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	..	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
459	15,48,530	1,02,258	1,72,225	7,331	3,094	18,33,897	9,845	120	9,965

GENERAL

Return of Expenditure on Public Instruction in the

Objects of expenditure.	Public						
	Under Private						
	Aided by Government or by District or Municipal Boards.						
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	19	20	21	22	23	24	25
Arts Colleges.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION. English	62,244	...	6,400	61,588	500	74,963	2,05,695
COLLEGIATE EDUCATION. Oriental	1,106	60	240	7	551	1,640	3,604
Colleges or Departments of Colleges for Professional Training.							
COLLEGIATE EDUCATION. Law	...	...	...	...	...	...	...
COLLEGIATE EDUCATION. Medicine	...	...	...	...	...	...	...
COLLEGIATE EDUCATION. Engineering	...	...	...	...	...	...	...
COLLEGIATE EDUCATION. Teaching	...	...	...	...	...	...	...
COLLEGIATE EDUCATION. Agriculture	...	...	...	...	...	...	...
Total	63,350	60	6,640	61,595	1,051	76,603	2,09,299
Secondary Schools.							
SCHOOL EDUCATION, GENERAL. For Boys High Schools	88,661	58,444	15,837	2,30,406	11,776	1,07,873	5,12,997
SCHOOL EDUCATION, GENERAL. For Boys Middle Schools English	13,717	19,164	10,896	41,272	8,613	14,651	1,08,313
SCHOOL EDUCATION, GENERAL. For Boys Middle Schools Vernacular	...	2,646	660	1,625	1,665	8,842	15,438
SCHOOL EDUCATION, GENERAL. For Girls High Schools	43,232	3,498	1,140	86,500	10,187	38,351	1,82,908
SCHOOL EDUCATION, GENERAL. For Girls Middle Schools English	7,285	9,432	884	6,910	5,549	31,911	61,971
SCHOOL EDUCATION, GENERAL. For Girls Middle Schools Vernacular	...	120	...	...	216	...	336
Total	1,52,895	93,304	29,417	3,66,713	38,006	2,01,628	8,81,963
Primary Schools.							
SCHOOL EDUCATION, GENERAL. For Boys	3,120	1,56,526	20,054	14,583	22,244	16,693	2,33,220
SCHOOL EDUCATION, GENERAL. For Girls	9,594	21,553	5,870	6,846	17,242	24,033	85,138
Total	12,714	1,78,079	25,924	21,429	39,486	40,726	3,18,358
Schools for Special Instruction.							
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Training Schools for Mistresses	3,060	2,135	...	2,065	...	5,910	13,170
SCHOOL EDUCATION, SPECIAL. Schools of Art	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Law Schools	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Medical Schools	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Engineering and Surveying Schools	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Technical and Industrial Schools	...	2,504	120	...	...	4,723	7,347
SCHOOL EDUCATION, SPECIAL. Commercial Schools	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Agricultural Schools	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Reformatory Schools	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Other Schools	2,176	756	300	2,407	716	1,236	7,591
Total	5,236	5,395	420	4,472	716	11,869	28,108
Buildings	1,96,037	1,482	1,377	14,507	33,404	1,84,916	4,31,723
Furniture and Apparatus (Special grants only.	6,159	122	433	11,992	1,768	13,503	33,977
Total	2,02,196	1,604	1,810	26,499	35,172	1,98,419	4,65,700
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS, HELD IN Arts Colleges	...	...	...	...	...	...	...
SCHOLARSHIPS, HELD IN Medical Colleges	...	...	...	...	...	...	...
SCHOLARSHIPS, HELD IN Other Professional Colleges	...	...	...	...	...	...	...
SCHOLARSHIPS, HELD IN Secondary Schools	...	...	...	...	...	...	...
SCHOLARSHIPS, HELD IN Primary Schools	...	...	...	...	...	...	...
SCHOLARSHIPS, HELD IN Medical Schools	...	...	...	...	...	...	...
SCHOLARSHIPS, HELD IN Technical and Industrial Schools	...	...	...	...	...	...	...
SCHOLARSHIPS, HELD IN Reformatory Schools	...	...	...	...	...	...	...
SCHOLARSHIPS, HELD IN Other Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Total Expenditure on Public Instruction.	4,36,391	2,78,442	64,211	4,80,708	1,14,431	5,29,245	19,03,428

TABLE IV.

United Provinces, for the official year 1905-1906—(concluded).

Institutions. management. Unaided.				Total Expenditure from—						Grand Total.
Fees.	Subscriptions.	Endowments. and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	All other sources.		
								Private.	Public.	
26	27	28	29	30	31	32	33	34	35	46
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
20,928	10,865	59,378	91,171	1,63,506	...	6,400	1,16,548	1,39,624	6,854	4,32,932
10	5,771	1,317	7,098	16,970	60	240	17	9,648	100	27,035
9,736	...	2,035	11,771	...	...	...	18,096	2,035	...	20,131
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	1,89,557	...	...	1,769	...	...	1,91,326
...	...	...	...	30,975	...	...	...	...	...	30,975
...	...	...	..	...	...	...	...	...	...	...
30,674	16,636	62,730	1,10,040	4,01,008	60	6,640	1,36,430	1,51,307	6,954	7,02,399
54,692	27,815	54,496	137,003	1,26,397	2,17,948	26,718	4,27,741	1,92,252	25,369	10,16,425
11,134	4,404	19,130	34,668	13,873	35,937	26,996	71,197	45,174	2,504	1,95,681
53	...	211	264	838	2,00,768	17,384	88,272	13,155	186	3,20,603
17,697	...	...	17,697	43,232	3,498	1,140	1,04,197	42,007	6,531	2,00,605
2,200	947	2,225	5,372	7,285	9,432	884	9,110	37,247	3,385	67,343
...	...	...	...	...	120	652	...	216	...	988
85,776	33,166	76,062	1,95,004	1,91,625	4,67,703	73,774	7,00,517	3,30,051	37,975	18,01,645
125	4,222	5,978	10,325	4,081	9,99,420	67,741	91,750	51,438	3,162	12,17,592
1,075	3,202	5,399	9,676	20,253	51,159	16,639	7,921	48,153	1,758	1,45,883
1 200	7,424	11,377	20,001	24,334	10,50,579	84,380	99,671	99,591	4,920	13,63,475
...	...	...	...	...	90,353	152	55	192	...	90,752
1,005	...	3,265	4,270	3,060	11,537	...	3,070	9,175	...	26,842
1,200	...	...	1,200	...	...	...	1,200	...	...	1,200
...	...	...	...	...	...	...	...	...	...	...
...	..	...	...	33,537	...	...	...	...	...	33,537
3,065	...	3,700	6,765	...	...	...	3,065	3,700	...	6,765
300	...	4,797	5,097	9,781	2,504	525	1,274	10,073	...	24,157
...	...	...	..	...	...	...	...	...	...	...
...	...	...	...	5,172	5,172	...	...	...	...	10,344
...	...	...	...	28,468	...	...	...	...	...	28,468
2,244	...	1,763	4,007	2,176	15,409	951	14,411	4,083	311	37,341
7,814	...	13,525	21,339	82,194	1,24,975	1,628	23,075	27,223	311	2,59,406
627	13,093	54,830	68,550	3,84,910	5,14,583	12,104	15,220	2,86,719	1,194	12,14,730
467	84	2,342	2,893	19,512	43,092	3,076	12,459	15,754	2,000	95,893
1,094	13,177	57,172	71,443	4,04,422	5,57,675	15,180	27,679	3,02,473	3,194	13,10,623
...	...	...	...	48,000	...	...	10,905(*b*)	...	...	58,905(*a*)
...	...	...	...	66,885	...	...	...	...	...	66,885
...	...	...	...	1,65,421	2,48,938	120	...	...	...	4,14,479
...	...	...	...	13,197	...	432	2,775	27,171	1,897	45,472
...	..	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	13,804	25,326	2,566	586	10,865	2,691	55,838
...	...	...	...	..	16	477	...	2,770	36	3,299
...	...	...	...	7,192	6,170	...	...	...	240	13,602
...	...	...	...	70	...	..	...	424	...	494
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	1,084	284	...	...	120	1,305	2,793
...	...	...	...	30,197	39,094	3,049	2,86,532	1,57,273	5,858	5,22,003
...	...	...	...	3,45,850	3,19,828	6,644	3,00,798	1,98,623	12,027	11,83,770
1,26,558	70,403	2,20,866	4,17,827	14,49,433	25,20,820	1,88,246	12,88,170	11,09,268	65,381	66,21,318

(*a*) Expenditure from 1st January to 31st December 1905.
(*b*) Income from fees amounted to Rs. 63,590.

GENERAL

Return of the Stages of Instruction of pupils in Public Schools for General

Class of Schools.			Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.		
					1			2		
Secondary Schools—					Boys.	Girls.	Total.	Boys.	Girls.	Total.
For Boys.	Government	English	43	8,342	1,541	..	1,541	4,599	...	4,599
		Vernacular	5	620	...	...	...	136	...	136
	District Board	English	...	...	...	...	...	...	...	...
		Vernacular	299	43,268	...	...	...	13,620	...	13,620
	Municipal	English	13	1,476	48	...	48	576	...	576
		Vernacular	8	1,415	...	...	...	319	...	319
	Native States	English	1	341	27	...	27	115	...	115
		Vernacular	...	...	...	...	...	...	...	...
	Aided	English	99	16,942	1,806	19	1,825	5,826	92	5,918
		Vernacular	14	1,426	...	...	...	266	...	266
	Unaided	English	41	4,507	434	...	434	1,620	4	1,624
		Vernacular	3	68	...	...	...	57	...	57
	Total		526	78,405	3,856	19	3,875	27,134	96	27,230
For Girls.	Government	English	....	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	District Board	English	...	...	...	..	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Municipal	English	...	...	...	...	...	...	...	...
		Vernacular	1	40	...	...	...	...	1	1
	Native States	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Aided	English	38	3,440	...	116	116	12	653	665
		Vernacular	1	57	...	...	...	3	1	4
	Unaided	English	6	298	...	7	7	2	74	76
		Vernacular	..	...	...	...	...	...	...	...
	Total		46	3,835	...	123	123	17	729	746
Total, Secondary Schools.			572	82,240	3 856	142	3,998	27,151	825	27,976
Primary Schools—										
For Boys.	Government		20	1,347	...	...	...	...	...	...
	District Board		5,268	261,901	...	...	...	...	...	...
	Municipal		180	10,818	...	...	...	...	...	...
	Native States		1	22	...	...	...	...	...	...
	Aided		3,580	114,066	...	...	...	...	...	..
	Unaided		107	3,248	...	...	...	...	...	...
	Total		9,156	391,402	...	...	...	...	...	...
For Girls.	Government		35	1,661	...	...	...	...	...	...
	District Board		197	5,410	...	...	...	...	...	...
	Municipal		55	1,926	...	...	...	...	...	...
	Native States		...	...	..	...	...	...	...	...
	Aided		333	10,403	...	...	...	...	...	...
	Unaided		23	785	...	...	...	...	...	...
	Total		643	20,185	...	...	...			
Total, Primary Schools.			9,799	411,587	...	...	...	...	...	...
Grand Total			10,371	493,827	3,856	142	3,998	27,151	825	27,976

TABLE V.

Education in the United Provinces, at the end of the official year 1905-1906.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading Printed Books.			Not reading Printed books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1,660	...	1,660	519	...	519	23	...	23	8,342	...	8,342
125	...	125	353	...	353	6	...	6	620	...	620
...	...	...	...	...	...	...	...	...	...	...	...
9,517	...	9,517	19,049	40	19,089	960	82	1,042	43,146	122	43,268
387	...	387	465	...	465	...	...	...	1,476	...	1,476
255	...	255	839	...	839	2	...	2	1,415	...	1,415
67	...	67	132	...	132	...	...	...	341	...	341
...	...	...	...	...	...	...	...	...	...	...	...
3,965	65	4,030	4,951	91	5,042	121	6	127	16,669	273	16,942
289	...	289	841	...	841	30	...	30	1,426	...	1,426
1,116	5	1,121	1,282	24	1,306	22	...	22	4,474	33	4,507
11	...	11	...	...	...	...	...	...	68	...	68
17,392	**70**	**17,462**	**28,431**	**155**	**28,586**	**1,164**	**88**	**1,252**	**77,977**	**428**	**78,405**
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	6	33	39	...	...	...	6	34	40
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
57	681	738	247	1,469	1,716	30	175	205	346	3,094	3,440
...	4	4	20	29	49	...	...	...	23	34	57
1	53	54	10	149	159	1	1	2	14	284	298
...	...	...	...	...	...	...	...	...	...	...	...
58	**738**	**796**	**283**	**1,680**	**1,963**	**31**	**176**	**207**	**389**	**3,446**	**3,835**
17,450	**808**	**18,258**	**28,714**	**1,835**	**30,549**	**1,195**	**264**	**1,459**	**78,366**	**3,874**	**82 240**
534	...	534	757	3	760	51	2	53	1,342	5	1,347
30,220	19	30,239	213,167	2,285	215,452	15,392	818	16,210	258,779	3,122	261,901
526	...	526	9,547	8	9,555	730	7	737	10,803	15	10,818
...	...	...	22	...	22	...	...	...	22	...	22
3,512	24	3,536	100,488	1,056	101,544	8,526	460	8,986	112,526	1,540	114,066
91	...	91	2,938	...	2,938	215	4	219	3,244	4	3,248
34,883	**43**	**34 926**	**326,919**	**3,352**	**330,271**	**24,914**	**1,291**	**26,205**	**386,716**	**4,686**	**391,402**
...	62	62	...	1,440	1,440	...	159	159	...	1,661	1,661
...	80	80	4	4,725	4,729	...	601	601	4	5,406	5,410
...	56	56	...	1,721	1,721	...	149	149	...	1,926	1,926
...	...	...	...	...	...	...	...	...	...	...	...
79	329	408	404	8,305	8,709	45	1,241	1,286	528	9,875	10,403
9	22	31	22	541	563	1	190	191	32	753	785
88	**549**	**637**	**430**	**16,732**	**17,162**	**46**	**2,340**	**2,386**	**564**	**19,621**	**20,185**
34,971	**592**	**35,563**	**327,349**	**20,084**	**347,433**	**24,960**	**3,631**	**28,591**	**387,280**	**24,307**	**411,587**
52,421	**1,400**	**53,821**	**356,063**	**21,919**	**377,982**	**26,155**	**3,895**	**30,050**	**465,646**	**28,181**	**493,827**

GENERAL

Return showing the Results of Prescribed Examinations in

Nature of examination.	Number of institutions sending examinees.				Number of examinees.				
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.
1	2	3	4	5	6	7	8	9	10
ARTS COLLEGES.									
1. Master of Arts	1	3	1	5	3	7	1	3	14
2. 1st D.Sc.	1	1	1	3	5	1	1	...	7
3. 2nd D.Sc.	1	1	...	2	3	1	...	...	4
4. 3rd D.Sc.	...	...	...	...	...	...	...	...	...
5. Bachelor of Arts	2	7	3	12	63	144	39	22	268
6. B.Sc.	2	2	...	4	16	5	...	1	22
7. First B.A. / First B.Sc. / First Arts / Previous Examination	...	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...	...
	2	8	12	22	70	328	198	16	612
	...	...	...	...	...	...	...	...	...
ORIENTAL COLLEGES.									
1. Master of Oriental Learning	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental Learning	...	...	...	...	...	...	...	..	...
3. Honours in Sanskrit (1)	1	...	...	1	99	...	...	...	99
„ „ Arabic	...	...	...	...	...	...	...	...	...
„ „ Persian	...	...	...	...	...	...	...	...	...
„ „ Urdu	...	...	...	...	...	...	...	...	...
4. High Proficiency in Sanskrit (1)	3	4	48	55	114	21	146	9	290
„ „ „ Arabic	...	...	...	...	...	...	...	...	...
„ „ „ Persian	...	...	...	...	...	...	...	...	...
„ „ „ Urdu	...	...	...	...	...	...	...	...	...
5. Proficiency in Sanskrit (1)	4	4	82	90	39	17	271	13	340
„ „ Arabic (2)	...	2	...	2	...	2	...	1	3
„ „ Persian	...	...	...	...	...	...	...	...	...
„ „ Urdu	21	20	4	45	137	112	8	25	282
COLLEGES FOR PROFESSIONAL TRAINING.									
Law.									
1. Doctor of Law	...	...	...	...	...	...	...	...	...
2. Bachelor of Law	2	6	1	9	58	80	4	...	142
Medicine.									
1. M.D.	...	...	...	...	...	...	...	...	...
2. M.B.	...	...	...	...	...	...	...	...	...
3. L.M.S.	...	...	...	...	...	...	..	...	...
4. First M.B. / First L.M.S.	...	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...	...
Engineering.									
1. M.C.E.					12	...	...	...	12
2. B.C.E.					4	...	...	...	4
3. L.C.E					39	...	...	...	39
4. First L.C.E.					60	...	...	...	60
Roorkee College examinations.	1	...	...	1	3	...	...	...	3
					7	...	...	...	7
					6	...	...	...	6
					8	...	...	...	8
					8	...	...	...	8
					23	...	...	...	23
Teaching	1	...	...	1	54	...	...	...	54
Agriculture	...	...	...	...	...	...	...	...	...

TABLE VI.

the United Provinces during the official year 1905-1906.

Number passed.					Race or creed of passed scholars.								
							Hindus.						
Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians	Brahmans.	Non-Brahmans.	Muhammadans.	Buddhists.	Parsis.	Others.	Remarks.
11	12	13	14	15	16	17	18	19	20	21	22	23	24
2	4	...	2	8	...	...	4	2	2	...	...	...	
5	1	...	...	6	...	...	4	...	2	...	...	...	
2	...	...	...	2	...	...	1	1	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
42	92	18	9	161	8	4	35	64	44	...	1	5	
7	4	...	...	11	...	...	3	7	1	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
42	128	92	10	272	10	3	66	137	54	...	...	2	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
59	...	...	...	59	...	...	59	...	...	...	...	...	(1) Sanskrit college examinations.
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	(2) Mulla examination.
...	...	...	...	...	...	...	...	...	...	...	...	...	
36	5	59	2	102	...	...	97	5	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
12	10	98	6	126	...	...	122	4	...	...	...	...	
...	2	...	...	2	...	...	...	...	2	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
97	77	5	14	193	...	4	38	85	64	...	1	1	Special vernacular examination.
...	...	...	...	...	...	...	...	...	...	...	...	...	
14	16	...	...	30	...	...	6	17	6	...	...	1	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
12	...	...	...	12	4	...	...	7	1	...	...	... (3)	(3) Civil Engineer.
4	...	...	...	4	...	...	1	3	...	...	...	... (4)	(4) Electrical do.
37	...	...	...	37	20	...	1	15	1	...	...	... (5)	(5) Upper Subordinate.
57	...	...	...	57	...	...	8	46	3	...	...	... (6)	(6) Lower do.
3	...	...	...	3	...	...	...	3	...	...	...	... (7)	(7) Draftsman and Computor.
7	...	...	...	7	1	...	...	4	2	...	...	... (8)	
5	...	...	...	5	...	1	1	...	3	...	...	... (9)	(8) Mechanical apprentice.
8	...	...	...	8	1	...	2	4	1	...	...	... (10)	(9) Industrial.
8	...	...	...	8	8	...	...	...	...	...	...	... (11)	(10) Photo.
23	...	...	...	23	...	...	1	9	13	...	...	... (12)	(11) British Military Survey.
44	...	...	...	44	...	2	7	26	9	...	...	...	(12) Native Military Survey.
...	...	...	...	...	...	...	...	...	...	...	...	...	

GENERAL

Return showing the Results of Prescribed Examinations in

Nature of examination.	Number of institutions sending examinees.				Number of examinees.				
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions	Private students.	Total.
1	2	3	4	5	6	7	8	9	10
SCHOOLS FOR GENERAL EDUCATION.									
1. Matriculation ... For Boys ...	35	45	7	87	723	874	123	289	2,009
„ Girls ...	...	4	...	4	...	15	...	...	15
2. High School Examination for Europeans. For Boys ...	...	10	3	13	...	87	31	...	118
„ Girls ...	...	14	3	17	...	61	8	...	69
3. Middle School Examination for Europeans. For Boys ...	...	13	1	14	...	124	1	...	125
„ Girls ...	...	15	2	17	...	93	8	...	101
3 (a). Middle English Examination for girls ...	...	14	...	14	...	77	...	...	77
4. Middle Vernacular... For Boys ...	307	11	4	322	4,166	83	35	744	5,028
„ Girls ...	1	...	...	1	7	...	...	...	7
5. Upper Primary Examination. For Boys ...	2,249	346	41	2,636	15,280	2,164	349	99	17,892
„ Girls ...	12	38	6	56	36	243	33	...	312
6. Lower Primary Examination. For Boys ...	...	...	...	...	...	...	...	...	...
„ Girls ...	...	...	...	...	...	...	...	...	...
7. Public service certificate examination. English ...	...	...	...	...	...	...	...	...	...
Vernacular ...	...	...	...	...	...	...	...	...	...
SCHOOLS FOR SPECIAL EDUCATION.									
1. Training School Examination for Masters. Upper ... / Lower ...	5	...	...	5	293	...	...	85	378
2. Training School Examination for Mistresses. Upper ... / Lower ...	...	1	...	1	...	12	...	...	12
3. School of Arts Examination ...	...	...	...	...	...	...	...	...	...
4. Vernacular Medical Examination. Boys ...	1	...	...	1	58	...	...	...	58
Girls ...	1	...	...	1	14	...	...	...	14
5. Examination in Engineering ...	...	...	...	...	...	...	...	...	...
6. Examination in Surveying ...	...	...	...	...	...	...	...	...	...
7. Industrial School Examination ...	1	...	...	1	162	...	...	...	162
8. Commercial School Examination ...	...	...	...	...	...	...	...	...	...
9. Agricultural School Examination ...	1	...	...	1	28	...	...	...	28
10. Sanskrit Title Examination ...	...	...	...	...	...	...	...	...	...
11. Madrassa Central Examination ...	...	...	...	...	...	...	...	...	...
12. Other Schools Examination	25	...	...	25	1,283	...	...	144	1,427

TABLE VI.

the United Provinces during the official year 1905-1906—(concluded).

Number passed.					Race or creed of passed scholars.								Remarks.
Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	
							Brahmans.	Non-Brahmans.					
11	12	13	14	15	16	17	18	19	20	21	22	23	24
531	570	87	56	1,244	...	25	266	673	275	...	1	4	
...	13	...	...	13	6	7	...	...	...	...	...	...	
...	63	21	...	84	84	...	...	...	...	...	...	...	
...	50	6	...	56	56	...	...	...	...	...	...	...	
...	59	...	...	59	58	...	...	1	...	...	...	...	
...	47	3	...	50	50	...	...	...	...	...	...	...	
...	64	...	...	64	...	64	...	...	...	...	...	...	
3,386	57	25	328	3,796	...	1	1,166	2,060	566	1	...	2	
4	...	...	...	4	...	...	1	...	3	...	...	...	
11,855	1,420	264	89	13,628	102	118	3,720	7,546	2,136	...	1	5	
29	180	20	...	229	122	77	2	16	12	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
287	...	...	67	354	...	...	166	137	51	...	...	...	
...	12	...	...	12	12	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
51	...	...	...	51	...	2	8	34	7	...	...	...	
7	...	...	...	7	...	6	...	1	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
96	...	...	...	96	...	...	4	26	66	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
24	...	...	...	24	...	...	3	13	7	...	...	1	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
581	...	...	56	637	...	...	41	579	17	...	...	...	

Return showing the Distribution of Local Fund and Municipal Expenditure on Public

	Objects of Expenditure.	Number of Institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Expenditure of District Boards In Institutions managed by: Provincial revenues.	Expenditure of District Boards In Institutions managed by: District Funds.
1		2	3	4	5	6	7
						Rs.	Rs.
Collegiate Education.	*Arts Colleges.*						
	English	...	...	...	...	...	...
	Oriental	...	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.						
	Law	...	...	...	...	...	...
	Medicine	...	...	...	...	...	...
	Engineering	...	...	...	...	...	...
	Teaching	...	...	...	...	...	...
	Agriculture	...	...	...	...	...	...
	Total ...	...	...	...	...	...	...
School Education, General.	*Secondary Schools.*						
	For Boys. High Schools ...	...	...	...	...	...	...
	For Boys. Middle Schools. English ...	...	...	...	...	...	...
	For Boys. Middle Schools. Vernacular	299	43,268	40,387	31,001	...	1,94,349
	For Girls. High Schools ..	..	...	..	...	...	...
	For Girls. Middle Schools. English ...	...	...	...	...	...	...
	For Girls. Middle Schools. Vernacular	...	...	...	...	...	...
	Total ...	**299**	**43,268**	**40,387**	**31,001**	**...**	**1,94,349**
	Primary Schools.						
	For Boys	5,268	261,901	241,843	186,942	...	8,33,862
	For Girls	197	5,410	5,081	3,883	...	25,814
	Total ...	**5,465**	**267,311**	**246,924**	**190,825**	**...**	**8,59,676**
School Education, Special.	*Schools for Special Instruction.*						
	Training Schools for Masters	47	266	262	248	...	9,916
	Training Schools for Mistresses.	...	...	...	...	...	...
	Schools of Art	...	...	...	...	...	...
	Law Schools	...	...	...	...	...	...
	Medical Schools ...	...	...	...	...	...	...
	Engineering and Surveying Schools.	...	...	...	...	...	...
	Technical and Industrial Schools.	...	...	...	...	...	...
	Commercial Schools ...	...	...	...	...	...	...
	Agricultural Schools ...	...	...	..	...	...	...
	Other Schools	1	77	67	43	...	514
	Total ...	**48**	**343**	**329**	**291**	**...**	**10,430**
Inspection...		...	...	...	...	...	...
Scholarships held in	Arts Colleges ...	...	...	...	...	...	...
	Medical Colleges ...	...	...	...	...	...	...
	Other Professional Colleges	...	...	...	...	...	...
	Secondary Schools ...	...	...	...	...	...	...
	Primary Schools ...	...	...	...	...	...	...
	Medical Schools ...	...	...	...	...	...	...
	Technical and Industrial Schools.	...	...	...	...	...	...
	Other Special Schools. Reformatory.	...	...	...	...	...	...
	Other Special Schools. Other ...	...	...	...	...	...	...
Buildings...		...	...	..	...	303	4,35,942
Furniture and Apparatus (Special Grants only).		...	...	...	...	...	37,793
Miscellaneous		...	...	...	...	...	...
Total ...		...	...	...	..	303	4,73,735
Grand Total ...		5,812	310,922	287,640	222,117	303	15,38,190

TABLE VII.

Instruction in the United Provinces for the official year 1905-1906.

on public Instruction.								
District Boards.					In Institutions managed by—			Total District Fund Expenditure on Public Instruction.
Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or Associations.	
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	60	60
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	60	60
...	...	...	...	...	1,57,024	2,480	58,444	2,17,948
...	...	...	...	...	14,355	2,418	19,164	35,937
8,667	83,633	1,977	646	2,89,272	3,773	...	2,646	2,00,768
...	...	...	...	...	...	...	3,498	3,498
...	...	...	...	...	...	...	9,432	9,432
...	..	...	...	...	...	...	120	120
8,667	83,633	1,977	646	2,89,272	1,75,152	4,898	93,304	4,67,703
3,649	65,011	3,684	1,049	9,07,255	4,754	4,278	1,56,526	9,99,420
507	...	...	35	26,356	3,792	...	21,553	51,159
4,156	65,011	3,684	1,084	9,33,611	8,546	4,278	1,78,079	10,50,579
152	55	...	...	10,123	80,437	...	...	90,353
...	...	...	...	...	9,402	...	2,135	11,537
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	2,504	2,504
...	...	...	...	...	...	...	...	...
...	...	...	...	...	5,172	...	...	5,172
...	2	...	672	1,188	14,139	...	756	15,409
152	57	...	672	11,311	1,09,150	...	5,395	1,24,975
...	...	...	...	...	...	...	...	2,48,938
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	25,326
...	...	...	...	...	...	...	...	16
...	...	...	...	...	...	...	...	6,170
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	284
2,071	..	1,670	...	4,39,986	76,479	680	1,482	5,14,583
119	...	...	57	37,969	4,693	484	122	43,092
...	...	..	...	...	...	...	...	39,094
2,190	...	1,670	57	4,77,955	81,172	1,164	1,604	8,77,503
15,165	1,48,701	7,331	2,459	17,12,149	3,74,020	10,340	2,78,442	25,20,820

GENERAL

Return showing the Distribution of Local Fund and Municipal Expenditure on Public

	Objects of expenditure.	Number of Institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Expenditure of Municipal Boards In Institutions managed by: Provincial Revenues.	Expenditure of Municipal Boards In Institutions managed by: Municipal Funds.
	1	17	18	19	20	21	22
						Rs.	Rs.
Collegiate Education.	*Arts Colleges.*						
	English	...	...	...	...	...	...
	Oriental...	...	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.						
	Law	...	...	...	...	...	...
	Medicine	...	...	...	...	...	...
	Engineering	...	...	...	...	...	...
	Teaching	...	...	...	...	...	...
	Agriculture	...	...	...	...	...	...
	Total	...	...	...	...	...	...
School Education, General.	*Secondary Schools.*						
	For Boys. High Schools ...	1	332	356	271	...	1,597
	For Boys. Middle Schools English ...	12	1,144	1,088	905	156	14,752
	For Boys. Middle Schools Vernacular ...	8	1,415	1,305	1,015	...	8,057
	For Girls. High Schools ...	...	...	...	...	...	...
	For Girls. Middle Schools English ...	...	...	...	...	...	...
	For Girls. Middle Schools Vernacular ...	1	40	23	23	...	652
	Total	**22**	**2,931**	**2,772**	**2,214**	**156**	**25,058**
	Primary Schools.						
	For Boys	180	10,818	9,901	7,498	...	41,335
	For Girls	55	1,926	1,725	1,283	...	10,152
	Total	**235**	**12,744**	**11,626**	**8,781**	...	**51,487**
School Education, Special.	*Schools for Special Instruction.*						
	Training Schools for Masters ...	...	...	...	...	...	...
	Training Schools for Mistresses ...	...	...	...	...	...	...
	Schools of Art	...	...	...	...	...	...
	Law Schools	...	...	...	...	...	...
	Medical Schools	...	...	...	...	...	...
	Engineering and Surveying Schools	...	...	...	...	...	...
	Technical and Industrial Schools	1	11	9	9	...	405
	Commercial Schools... ...	...	...	...	...	...	...
	Agricultural Schools ...	...	...	...	...	...	...
	Other Schools	1	69	69	60	...	621
	Total	**2**	**80**	**78**	**69**	...	**1,026**
	Inspection	...	...	...	...	...	...
	Scholarships held in: Arts Colleges ...	...	...	...	...	...	...
	Scholarships held in: Medical Colleges ...	...	...	...	...	...	...
	Scholarships held in: Other Professional Colleges. ...	...	...	...	...	...	...
	Scholarships held in: Secondary Schools ...	...	...	...	...	...	...
	Scholarships held in: Primary Schools ...	...	...	...	...	...	...
	Scholarships held in: Medical Schools ...	...	...	...	...	...	...
	Scholarships held in: Technical and Industrial Schools. ...	...	...	...	...	...	...
	Scholarships held in: Other Special Schools. Reformatory ...	...	...	...	...	...	...
	Scholarships held in: Other Special Schools. Others ...	...	...	...	...	...	...
	Buildings	...	...	...	...	...	6,998
	Furniture and Apparatus (Special Grants only).	...	...	...	...	...	2,524
	Miscellaneous	...	...	...	...	...	...
	Total ...	...	...	...	...	...	**9,522**
	Grand Total ...	**259**	**15,755**	**14,476**	**11,064**	**156**	**87,093**

TABLE VII.

Instruction in the United Provinces for the official year 1905-1906—(concluded).

on Public Instruction.								
Municipal Boards.				In Institutions managed by—			Total municipal Expenditure on Public Instruction.	Total Expenditure of Local Fund and Municipal Boards on Public Instruction.
District Funds.	Fees.	Endowments and other sources.	Total.	The Government.	District Boards.	Private persons or Associations.		
23	24	25	26	27	28	39	30	31
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	6,400	6,400	6,400
...	...	...	...	...	...	240	240	300
...	...	...	...	...	...	...	...	..
...	...	...	...	..	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	..	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	**6,640**	**6,640**	**6700**
2,480	5,159	...	9,236	9,284	...	15,837	26,718	2,44,666
2,418	10,900	246	28,472	1,348	...	10,896	26,996	62,933
...	2,181	...	10,238	...	8,667	660	17,384	2,18,152
...	...	...	...	...	...	1,140	1,140	4,638
...	...	...	...	...	...	884	884	10.316
...	...	...	652	...	...	...	652	772
4,898	**18,240**	**246**	**48,598**	**10,632**	**8,667**	**29,417**	**73,774**	**5,41,477**
4,278	5,284	389	51,286	2,703	3,649	20,054	67,741	10,67,161
...	...	...	10,152	110	507	5,870	16,639	67,798
4,278	**5,284**	**389**	**61,438**	**2,813**	**4,156**	**25,924**	**84,380**	**11,34,959**
...	...	...	...	...	152	...	152	90,505
...	...	...	...	...	...	...	...	11,537
...	...	...	...	...	...	...	...	...
..	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	..	...	405	...	...	120	525	3,029
...	...	..	...	...	...	...	...	...
...	...	...	...	...	...	...	...	5,172
...	...	...	621	30	...	300	951	16,360
...	...	...	**1,026**	**30**	**152**	**420**	**1,628**	**1,26,603**
...	...	...	...	...	...	...	120	2,49,058
...	...	...	...	...	...	...	432	432
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	..	...	...	...	2,566	27,892
...	...	...	...	...	...	...	477	493
...	...	...	...	...	...	...	...	6,170
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	284
680	...	...	7,678	1,658	2,071	1,377	12,104	5,26,687
484	...	...	3,008	...	119	433	3,076	46,168
...	...	...	...	...	...	...	**3,049**	**42,143**
1,164	...	...	**10,686**	**1,658**	**2,190**	**1,810**	**21,824**	**8,99,327**
10,340	**23,524**	**635**	**1,21,748**	**15,133**	**15,165**	**64,211**	**1,88,246**	**27,09,066**

GENERAL TABLE VIII.

Return showing the Attendance and Expenditure in Hostels or Boarding-houses for the official year 1905-1906.

Class of Hostels or Boarding-houses.	Number of—		Number of Boarders who are students of—					Expenditure from—				
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Colleges for Professional Training	Secondary Schools.	Primary Schools.	Special Schools.	Provincial revenues.	Local or Municipal Funds.	Subscriptions and Endowments.	Fees.	Total Expenditure.
1	2	3	4	5	6	7	8	9	10	11	12	13
For Males.								Rs.	Rs.	Rs.	Rs.	Rs.
1. Managed by Government.	40	2,132	62	189	1,023	153	705	9,853	12,451	4,111	7,740	34,155
2. Managed by Local or Municipal Boards.	254	4,919	1	...	4,745	83	90	...	16,725	..	4,097	20,822
3. Aided by Government or by Local or Municipal Boards.	25	2,332	459	50	1,323	481	19	8,956	200	28,375	97,363	1,34,894
4. Unaided ..	59	2,037	366	34	1,193	398	46	...	...	63,952	81,207	1,45,159
Total ...	**378**	**11,420**	**888**	**273**	**8,284**	**1,115**	**860**	**18,809**	**29,376**	**96,438**	**1,90,407**	**3,35,030**
For Females.												
1. Managed by Government.	2	72	...	...	28	...	44	...	1,894	1,933	...	3,827
2. Aided by Government or by Local or Municipal Boards.	20	* 1,305	16	13	830	414	17	5,425	1,472	30,461	63,123	1,00,481
3. Unaided ...	22	1,409	19	13	746	631	...	200	...	44,594	37,151	81,945
Total ...	**44**	**2,786**	**35**	**26**	**1,604**	**1,045**	**61**	**5,625**	**3,366**	**76,988**	**1,00,274**	**1,86,253**
Grand Total ...	**422**	**14,206**	**923**	**299**	**9,888**	**2,160**	**921**	**24,434**	**32,742**	**1,73,426**	**2,90,681**	**5,21,283**

* Fifteen infants and blinds.

GENERAL TABLE III.

Return of Colleges, Schools and Scholars in the United Provinces for the official year 1905-1906.

(For Europeans and Eurasians.)

Class of Institutions.	Public Institutions.								Grand total of public institutions.	Grand total of scholars on the 31st of March.	Number of scholars on the 31st of March learning—			Classification of scholars on the 31st of March according to race or creed.								Number of girls in boys' schools.	Number of boys in girls' schools.
	Under Private Management.																						
	Aided by Government or by District or Municipal Boards.				Unaided.																		
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.			English.	A Classical language.	A Vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists	Parsis.	Others.		
																Brahmans.	Non-Brahmans.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Arts Colleges.																							
COLLEGIATE EDUCATION. English	..	...	...	...	6	28	25	24	6	28	28	20	5	28	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	6	28	25	24	6	28	28	20	5	28	...	...	...	...	...	...	...	...	...
Secondary Schools.																							
SCHOOL EDUCATION, GENERAL. For Boys, English... High ...	10	1,328	1,361	1,309	3	253	243	241	13	1,581	1,581	430	1,152	1,566	1	6	...	4	...	2	2	175	...
Middle ...	5	401	390	352	2	117	128	96	7	518	518	44	253	490	1	5	13	4	...	5	...	131	..
For Girls, English... High ...	13	1,102	1,106	1,022	2	89	103	95	15	1,191	1,191	375	299	1,168	12	3	...	4	4	...	...	...	168
Middle ...	5	272	264	241	1	59	65	62	6	322	322	9	181	307	3	...	...	...	..	12	...	...	86
Total ...	**33**	**3,103**	**3,121**	**2,924**	**8**	**509**	**539**	**494**	**41**	**3,612**	**3,612**	**858**	**1,885**	**3,531**	**17**	**14**	**13**	**12**	**4**	**19**	**2**	**306**	**254**
Primary Schools.																							
For Boys	6	210	186	148	...	...	...	...	6	210	210	...	74	202	3	3	...	...	...	2	...	95	...
For Girls	8	340	329	269	3	39	38	33	11	379	379	9	93	345	27	1	1	...	...	2	3	..	172
Total ...	**14**	**550**	**515**	**417**	**3**	**39**	**38**	**33**	**17**	**589**	**589**	**9**	**167**	**547**	**30**	**4**	**1**	...	...	**4**	**3**	**95**	**172**
Schools for Special Instruction.																							
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Training Schools for Mistresses	1	11	12	12	3	6	6	6	4	17	17	5	...	17	...	...	...	...	...	...	...	...	...
Schools of Art ...	...	...	...	...	1	5	5	5	1	5	5	1	2	5	...	...	..	...	...	...	...	...	...
Engineering or Surveying Schools.	...	...	...	...	5	99	84	80	5	99	99	6	74	99	...	...	...	...	...	...	...	...	...
Other Schools	1	37	35	35	...	...	...	...	1	37	37	...	...	36	...	...	...	...	...	1	...	...	...
Total ...	**2**	**48**	**47**	**47**	**9**	**110**	**95**	**91**	**11**	**158**	**158**	**12**	**76**	**157**	...	...	...	...	...	**1**	...	...	...
Total of Colleges and Schools of Public Instruction.	**49**	**3,701**	**3,683**	**3,388**	**26**	**686**	**697**	**642**	**75**	**4,387**	**4,387**	**899**	**2,133**	**4,263**	**47**	**18**	**14**	**12**	**4**	**24**	**5**	**401**	**426**

GENERAL

Return of Expenditure on Public Instruction in the

(For Europeans

Objects of expenditure.	Public						
	Under Private						
	Aided by Government or by District or Municipal Boards.						
	Provincial Revenues.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.
1	2	3	4	5	6	7	8
COLLEGIATE EDUCATION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.							
English	...	...	...	...	...	...	1,459
Total ...	...	...	...	...	...	...	**1,459**
Secondary Schools.							
SCHOOL EDUCATION, GENERAL. For Boys, English High ...	52,251	540	1,05,570	964	41,813	2,01,138	20,940
For Boys, English Middle ...	9,432	1,825	6,506	2,852	3,027	23,642	1,663
For Girls, English High ...	39,916	360	83,370	8,677	21,348	1,53,671	17,697
For Girls, English Middle ...	4,685	20	5,976	944	12,827	24,452	2,200
Total ...	**1,06,284**	**2,745**	**2,01,422**	**13,437**	**79,015**	**4,02,903**	**42,500**
Primary Schools.							
For Boys	3,120	240	3,651	1,275	5,047	13,333	...
For Girls	6,814	1,150	5,812	2,770	3,706	20,252	1,021
Total ...	**9,934**	**1,390**	**9,463**	**4,045**	**8,753**	**33,585**	**1,02**
Schools for Special Instruction.							
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters	...	...	...	...	...	...	...
Training Schools for Mistresses.	3,060	...	1,105	...	...	4,165	575
Schools of Art	...	...	...	...	...	...	1,200
Engineering and Surveying Schools.	...	...	...	...	...	...	3,065
Other Schools	376	...	260	...	311	947	...
Total ...	**3,436**	...	**1,365**	...	**311**	**5,112**	**4,840**
Buildings	39,398	...	11,467	12,000	7,147	70,012	400
Furniture and Apparatus (Special grants only).	1,359	...	11,873	1,600	5,201	20,033	45
Total ...	**40,757**	...	**23,340**	**13,600**	**12,348**	**90,045**	**445**
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Arts Colleges	...	...	...	...	...	...	...
Professional Colleges ...	...	...	...	...	...	...	...
Secondary Schools ...	...	...	...	...	...	...	...
Primary Schools ...	...	...	...	...	...	...	...
Technical and Industrial Schools.	...	...	...	...	...	...	...
Other Special Schools ...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Total Expenditure on Public Instruction.	**1,60,411**	**4,135**	**2,35,590**	**31,082**	**1,00,427**	**5,31,645**	**50,265**

TABLE IV.

United Provinces for the official year 1905-1906.

and Eurasians.)

Institutions. / Management. / Unaided.			Total expenditure from—					
Subscriptions	Endowments and other sources.	Total.	Provincial Revenues.	Municipal Funds.	Fees.	All other sources.		Grand Total.
						Private.	Public.	
9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	2,403	3,862	...	...	1,459	2,403	...	3,862
...	2,403	3,862	...	...	1,459	2,403	...	3,862
...	18,500	39,440	52,251	540	1,26,510	59,603	1,674	2,40,578
...	...	1,663	9,432	1,825	8,169	4,196	1,683	25,305
...	...	17,697	39,916	360	1,01,067	24,379	5,646	1,71,368
...	...	2,200	4,685	20	8,176	13,771	...	26,652
...	18,500	61,000	1,06,284	2,745	2,43,922	1,01,949	9,003	4,63,903
...	...	...	3,120	240	3,651	5,038	1,284	13,333
332	899	2,252	6,814	1,150	6,833	6,085	1,622	22,504
332	899	2,252	9,934	1,390	10,484	11,123	2,906	35,837
...	...	...	...	...	...	...	...	...
...	565	1,140	3,060	...	1,680	565	...	5,305
...	...	1,200	...	...	1,200	...	...	1,200
...	3,700	6,765	...	...	3,065	3,700	...	6,765
...	...	...	376	...	260	...	311	947
...	4,265	9,105	3,436	...	6,205	4,265	311	14,217
13,000	6,040	19,440	39,398	...	11,367	37,643	544	89,452
...	...	45	1,359	...	11,918	6,801	...	20,078
13,000	6,040	19,485	40,757	...	23,785	44,444	544	1,09,530
...	...	...	...	...	...	...	...	...
...	...	...	1,577	...	...	...	...	1,577
...	...	...	...	...	...	...	...	...
...	...	...	2,270	...	...	...	...	2,270
...	...	...	...	...	..	...	..	...
...	...	...	...	...	...	...	...	..
...	...	...	800	...	...	...	...	800
...	...	...	21,971	400	2,00,025	61,266	...	2,83,662
...	...	...	26,618	400	2,00,025	61,266	...	2,88,309
13,332	32,107	95,704	1,87,029	4,535	4,85,880	2,25,450	12,764	9,15,658

GENERAL TABLE V.

Return of the Stages of Instruction of pupils in Public Schools for General Education in the United Provinces, at the end of the official year 1905-1906.

(For Europeans and Eurasians)

Class of Schools.	Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.			Upper Primary Stage. Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Lower Primary Stage. Comprising all pupils who have not passed beyond the Lower Primary Stage. Reading Printed Books.			Lower Primary Stage. Comprising all pupils who have not passed beyond the Lower Primary Stage. Not reading Printed Books.			Total.		
			1			2			3			4			5					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—																				
For Boys { Aided, English...	15	1,729	137	19	156	540	92	632	437	65	502	323	91	414	19	6	25	1,456	273	1,729
For Boys { Unaided, English	5	370	77	...	77	113	4	117	83	5	88	64	24	88	...	...	...	337	33	370
Total ...	**20**	**2,099**	**214**	**19**	**233**	**653**	**96**	**749**	**520**	**70**	**590**	**387**	**115**	**502**	**19**	**6**	**25**	**1,793**	**306**	**2,099**
For Girls { Aided, English...	18	1,374	...	75	75	12	375	387	49	294	343	156	347	503	29	37	66	246	1,128	1,374
For Girls { Unaided, English	3	139	...	7	7	2	60	62	1	23	24	5	40	45	...	1	1	8	131	139
Total ...	**21**	**1,513**	**...**	**82**	**82**	**14**	**435**	**449**	**50**	**317**	**367**	**161**	**387**	**548**	**29**	**38**	**67**	**254**	**1,259**	**1,513**
Total Secondary Schools.	**41**	**3,612**	**214**	**101**	**315**	**667**	**531**	**1,198**	**570**	**387**	**957**	**548**	**502**	**1,050**	**48**	**44**	**92**	**2,047**	**1,565**	**3,612**
Primary Schools.																				
For Boys { Aided ...	6	210	...	...	...	...	...	...	25	22	47	80	66	146	10	7	17	115	95	210
For Boys { Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	**6**	**210**	**...**	**...**	**...**	**...**	**...**	**...**	**25**	**22**	**47**	**80**	**66**	**146**	**10**	**7**	**17**	**115**	**95**	**210**
For Girls { Aided ...	8	340	...	...	...	...	...	...	26	55	81	109	109	218	17	24	41	152	188	340
For Girls { Unaided ...	3	39	...	...	...	...	...	...	9	7	16	10	10	20	1	2	3	20	19	39
Total ...	**11**	**379**	**...**	**...**	**...**	**...**	**...**	**...**	**35**	**62**	**97**	**119**	**119**	**238**	**18**	**26**	**44**	**172**	**207**	**379**
Total, Primary Schools	**17**	**589**	**...**	**...**	**...**	**...**	**..**	**...**	**60**	**84**	**144**	**199**	**185**	**384**	**28**	**33**	**61**	**287**	**302**	**589**
Grand Total ...	**58**	**4,201**	**214**	**101**	**315**	**667**	**531**	**1,198**	**630**	**471**	**1,101**	**747**	**687**	**1,434**	**76**	**77**	**153**	**2,334**	**1,867**	**4,201**

APPENDICES.

PROVINCIAL TABLE A.—*Showing the number of scholars and Percentage under instruction in each district for the year ending* 31*st March* 1906.

District.	Population.			Number of Scholars.			Percentage of male scholars to male population of school-going age	Percentage of female scholars to female population of school-going age.	Percentage of total scholars to total population of school-going age.
	Male.	Female.	Total.	Male.	Female.	Total.			
1	2	3	4	5	6	7	8	9	10
Muttra ...	409,030	354,069	763,099	9,205	478	9,683	15·00	·90	8·46
Agra ...	568,822	491,706	1,060,528	14,516	1,669	16,185	17·01	2·26	10·17
Farrukhabad ...	500,897	424,915	925,812	10,733	1,099	11,832	14·28	1·72	8·52
Mainpuri ...	451,356	378,001	829,357	6,695	901	7,596	9·89	1·59	6·11
Etáwah ...	437,913	368,885	806,798	8,541	627	9,168	13·00	1·13	7·58
Etah ...	466,787	397,161	863,948	7,727	716	8,443	11·04	1·20	6·52
Total ...	**2,834 805**	**2,414,737**	**5,249,542**	**57,417**	**5,490**	**62,907**	**13·50**	**1·52**	**7·99**
Dehra Dun ...	102,826	75,369	178,195	3,550	818	4,368	23·02	7·24	16·34
Saháranpur ...	560,843	484,387	1,045,230	17,503	1,831	19,334	20·81	2·52	12·33
Muzaffarnagar ...	469,243	407,945	877,188	14,959	650	15,609	21·25	1·06	11·86
Meerut ...	820,563	719,612	1,540,175	21,987	879	22,866	17·86	·81	9·90
Bulandshahr ...	599,108	538,993	1,138,101	15,960	613	16,573	17·76	·76	9·71
Aligarh ...	634,872	565,950	1,200,822	15,550	1,035	16,585	16·33	1·22	9·21
Total ...	**3,187,455**	**2,792,256**	**5,979,711**	**89,509**	**5,826**	**95,335**	**18 72**	**1·39**	**10·63**
Bareilly ...	585,304	504,813	1,090,117	12,160	943	13,103	13·85	1·25	8·01
Bijnor ...	406,697	373,254	779,951	11,424	977	12,401	18·73	1·75	10·60
Budaun ...	553,120	472,633	1,025,753	9,218	1,730	10,948	11·11	2·44	7·12
Moradabad ...	631,224	560,769	1,191,993	17,170	1,899	19,069	18·13	2·26	10·67
Sháhjahánpur ...	494,919	426,616	921,535	9,987	908	10,895	13·45	1·42	7·88
Pilibhít ...	249,615	220,724	470,339	5,325	478	5,803	14·22	1·44	8·23
Total ...	**2,920,879**	**2,558,809**	**5,479,688**	**65,284**	**6,935**	**72,219**	**14·90**	**1·81**	**8 79**
Cawnpore ...	673,932	584,936	1,258,868	16,520	900	17,420	16·34	1·03	9·23
Fatehpur ...	349,381	237,010	686,391	7,938	186	8,124	15·15	·37	7·89
Bánda ...	317,599	313,459	631,058	7,050	255	7,305	14·80	·54	7·72
Hamírpur ...	230,204	228,338	458,542	5,078	211	5,289	14·71	·62	7·68
Allahabad ...	747,425	746,330	1,493,755	13,707	941	14,648	12·23	·84	6·54
Jhánsi ...	315,297	301,462	616,759	7,982	926	8,908	16·88	2·05	9·63
Jalaun ...	206,277	193,449	399,726	5,505	491	5,996	17·79	1·69	10·00
Total ...	**2,840,115**	**2,704 984**	**5,545,099**	**63,780**	**3,910**	**67,690**	**14·97**	**·96**	**8·14**
Benares ...	445,047	437,037	882,084	14,007	1,345	15,352	20·98	2 05	11·60
Mirzapur ...	530,075	552,355	1,082,430	9,574	331	9,905	12·04	·40	6·10
Jaunpur ...	589,828	613,092	1,202,920	13,158	462	13,620	14·87	·50	7·55
Gházipur ...	444,735	469,083	913,818	10,660	512	11,172	15·98	·73	8·15
Ballia ...	473,969	513,799	937,768	9,351	3	9,354	13·15	·00	6·31
Total ...	**2,483,654**	**2,585 366**	**5,069,020**	**56,750**	**2,653**	**59,403**	**15·23**	**·68**	**7·81**
Gorakhpur ...	1,470,469	1,486,605	2,957,074	27,287	739	28,026	12·37	·33	6·32
Basti ...	935 556	910,597	1,846,153	22,149	712	22,861	15·78	·52	8·26
Azamgarh ...	757,314	772,471	1,529,785	15,984	311	16,295	14·07	·27	7·10
Total ..	**3,163,339**	**3,169,673**	**6,333,012**	**65,420**	**1,762**	**67,182**	**13·79**	**·37**	**7·07**
Naini Tál ...	172,970	138,267	311,237	3,896	352	4,248	15·02	1·70	9·10
Almora ...	236,751	229,142	465,893	10,008	673	10,681	28·18	1·96	15·28
Garhwal ...	211,588	218,312	429,900	6,133	180	6,313	19·32	·55	9·79
Total ...	**621,309**	**585,721**	**1,207,030**	**20,037**	**1,205**	**21,242**	**21·50**	**1·37**	**11·73**
Lucknow ...	414,949	378,292	793,241	11,711	1,661	13,372	18·82	2·93	11·24
Unao ...	499,015	477,624	976,639	9,843	96	9,939	13·15	·13	6·78
Rae Bareli ...	510,090	523,671	1,033,761	11,234	226	11,460	14·68	·29	7·39
Sitapur ...	619,837	555,636	1,175,473	11,637	712	12,349	12·52	·85	7·00
Hardoi ...	582,533	510,301	1,092,834	10,065	477	10,542	11·52	·62	6·43
Kheri ...	478,629	426,509	905,138	6,733	183	6,916	9·38	·29	5·09
Total ...	**3,105,053**	**2,872,033**	**5,977,086**	**61,225**	**3,355**	**64,578**	**13·14**	**·78**	**7·20**
Fyzabad ...	605,403	599,564	1,204,967	13,093	509	13,602	14·42	·57	7·53
Gonda ...	714,204	688,991	1,403,195	12,996	290	13,286	12·13	·28	6·31
Bahraich ...	544,416	506,931	1,051,347	10,820	317	11,137	13·25	·42	7·06
Sultánpur ...	534,932	548,972	1,083,904	8,605	105	8,710	10·72	·13	5·36
Partábgarh ...	446,182	466,666	9,12,848	8,526	150	8,676	12·74	·21	6·33
Bara Banki ...	603,967	575,356	1,179,323	9,670	699	10,369	10·67	·81	5·86
Total ...	**3,449,104**	**3,386,480**	**6,835,584**	**63,710**	**2,070**	**65,780**	**12·31**	**·41**	**6·42**
Grand Total ...	**24,616,942**	**23,074,840**	**47,691,782**	**543,130**	**33,206**	**576,336**	**14·71**	**·96**	**8·06**
Grand Total for previous year.	**24,616,942**	**23,074,840**	**47,691,782**	**476,577**	**25,812**	**502,389**	**12·91**	**·75**	**7·02**

PROVINCIAL TABLE B.—*Giving particulars of Vernacular Primary Schools for Boys for the year ending 31st March 1906.*

District.	Number of schools.						Total.	Number of scholars.						Total.	Expenditure on schools	
	Under public management.		Under private management.					Under Public management.		Under private management.					Under public management.	Aided.
			Aided.		Unaided.					Aided.		Unaided.				
	Upper.	Lower.	Upper.	Lower.	Upper.	Lower.		Upper.	Lower.	Upper.	Lower.	Upper.	Lower.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
															Rs.	Rs.
Muttra ...	50	44	51	43	...	...	188	688	3,632	242	2,260	...	...	6,822	17,730	5,725
Agra ...	55	87	25	55	...	4	226	774	5,862	196	2,243	...	94	9,169	21,691	9,308
Farrukhabad ...	45	75	34	55	1	...	210	3,234	2,440	1,249	1,366	54	...	8,343	19,081	6,711
Mainpuri ...	24	88	...	38	...	...	150	1,870	2,842	...	1,018	...	...	5,730	18,063	2,404
Etáwah ...	26	70	26	51	..	...	173	1,605	2,273	769	1,352	...	...	5,999	16,946	6,894
Etah ...	36	83	10	55	...	...	184	602	3,449	131	1,508	...	...	5,690	19,699	4,978
Total ...	**236**	**447**	**146**	**297**	**1**	**4**	**1,131**	**8,773**	**20,498**	**2,587**	**9,747**	**54**	**94**	**41,753**	**1,13,210**	**36,018**
Dehra Dún ...	12	25	3	11	..	...	51	172	1,196	52	441	...	...	1,861	5,984	2,064
Saháranpur ...	34	84	4	63	...	...	185	505	4,373	31	2,143	...	...	7,052	18,616	7,392
Muzaffarnagar ...	39	61	6	78	...	...	184	632	4,323	44	2,463	...	...	7,462	16,827	4,610
Meerut ...	51	106	19	99	...	...	275	1,094	7,548	176	3,804	...	...	12,622	25,031	5,263
Bulandshahr ...	71	35	27	71	...	3	207	1,367	4,839	252	2,789	...	77	9,324	24,478	9,633
Aligarh ...	85	63	23	70	...	1	242	1,184	5 621	151	2,752	...	29	9,737	27,825	5,809
Total ...	**292**	**374**	**82**	**392**	**...**	**4**	**1,144**	**4,954**	**27,900**	**706**	**14,392**	**...**	**106**	**48,058**	**1,18,761**	**34,771**
Bareilly ...	66	44	10	67	...	...	187	1,088	4,276	101	1,831	...	...	7,296	22,224	3,990
Bijnor ...	38	56	4	106	...	...	204	635	3,563	34	3,157	...	...	7,389	16,594	4,194
Budaun ...	61	66	15	30	...	...	172	3,123	1,843	397	824	...	...	6,187	25,649	1,490
Moradabad ...	52	89	13	55	...	...	209	858	6,754	70	1,994	...	....	9,676	30,089	4,291
Sháhjahánpur ...	34	87	...	54	...	...	175	456	5,075	...	1,401	...	...	6,932	17,724	2,441
Pilibhít ...	35	43	3	27	...	...	108	1,845	1,119	83	633	...	...	3,680	16,097	1,350
Total ...	**286**	**385**	**45**	**339**	**...**	**...**	**1,055**	**8,005**	**22,630**	**685**	**9,840**	**...**	**...**	**41,160**	**1,28,377**	**17,756**
Cawnpore ...	64	103	...	79	...	...	246	905	7,478	...	2,212	...	...	10,595	28,634	4,254
Fatehpur ...	28	90	4	49	...	...	171	1,904	2,757	125	1,364	...	...	6,150	18,026	2,592
Bánda ...	34	93	...	41	...	...	168	1,789	2,732	...	1,082	...	...	5,603	20,539	1,789
Hamírpur ...	20	71	...	27	...	...	118	1,248	1,831	...	561	...	...	3,640	13,478	2,039
Allahabad ...	42	85	...	84	...	...	211	2,695	3,435	...	2,120	...	..	8,250	24,085	3,920
Jhánsi ...	29	88	3	55	...	1	176	1,858	2,557	84	1,526	...	32	6,057	18,086	3,492
Jalaun ...	27	43	6	43	2	2	123	1,601	1,387	130	984	89	42	4,233	12,313	3,264
Total ...	**244**	**573**	**13**	**378**	**2**	**3**	**1,213**	**12,000**	**22,177**	**339**	**9,849**	**89**	**74**	**44,528**	**1,35,161**	**21,350**
Benares ...	96	13	24	29	...	...	162	981	6,036	99	1,856	...	...	8,972	21,387	2,751
Mirzapur ...	27	73	2	79	3	13	197	254	4,320	13	2,295	26	389	7,297	17,572	5,299
Jaunpur ...	48	84	2	68	...	...	202	740	7,474	8	2,287	...	...	10,509	20,780	6,183
Gházipur ...	45	47	2	92	...	...	186	551	4,875	13	3,257	...	...	8,696	16,398	4,285
Ballia ...	50	54	3	45	...	...	152	739	4,856	25	1,735	...	...	7,355	17,759	2,588
Total ...	**266**	**271**	**33**	**313**	**3**	**13**	**899**	**3,265**	**27,561**	**158**	**11,430**	**26**	**389**	**42,829**	**93,896**	**21,106**
Gorakhpur ...	86	69	53	195	...	...	403	1,558	10,638	329	10,435	...	...	22,960	29,273	11,408
Basti ...	64	61	66	157	...	...	348	1,124	9,370	335	9,332	...	...	20,161	26,602	10,155
Azamgarh ...	69	57	26	126	...	1	279	945	7,849	94	5,213	...	33	14,134	24,828	6,149
Total ...	**219**	**187**	**145**	**478**	**...**	**1**	**1,030**	**3,627**	**27,857**	**758**	**24,980**	**...**	**33**	**57,255**	**80,703**	**27,712**
Naini Tál ...	31	46	1	18	...	1	97	130	2,107	3	488	...	25	2,753	10,800	1,056
Almora ...	50	52	15	44	...	11	172	469	5,604	116	2,334	...	315	8,838	16,270	8,041
Garhwal ...	31	72	2	23	..	4	132	340	4,306	18	757	...	124	5,545	15,097	2,257
Total ...	**112**	**170**	**18**	**85**	**...**	**16**	**401**	**939**	**12,017**	**137**	**3,579**	**...**	**464**	**17,136**	**42,167**	**11,354**
Lucknow ...	29	67	3	44	...	...	143	249	3,793	9	1,255	...	...	5,306	14,598	2,685
Unao ...	47	73	9	61	...	...	190	838	5,096	60	1,597	...	...	7,591	19,164	3,957
Rae Bareli ...	62	41	17	82	1	5	208	768	5,269	108	2,886	2	229	9,262	19,418	5,296
Sítapur ...	79	103	1	31	...	15	229	791	7,088	21	994	...	526	9,420	28,153	1,472
Hardoi ...	36	121	1	50	...	...	208	333	5,986	6	1,346	...	...	7,671	20,730	1,815
Kheri ...	45	57	7	59	...	4	172	410	3,741	12	1,656	...	91	5,910	17,830	3,753
Total ...	**298**	**462**	**38**	**327**	**1**	**24**	**1,150**	**3,389**	**30,973**	**216**	**9,734**	**2**	**846**	**45,160**	**119,893**	**18,978**
Fyzabad ...	61	38	7	106	...	...	212	1,172	5,136	94	3,532	...	...	9,934	20,619	5,632
Gonda ...	70	67	2	75	...	4	218	888	7,024	20	2,558	...	134	10,624	24,653	5,077
Bahraich ...	30	62	2	68	3	1	166	514	5,958	9	2,524	23	112	9,140	25,467	4,785
Sultánpur ...	50	46	1	75	...	...	172	487	4,959	1	2,202	...	...	7,649	18,499	4,224
Partábgarh ...	37	58	5	54	2	11	167	502	4,159	40	2,103	10	352	7,166	16,878	5,375
Bara Banki ...	60	51	10	37	...	12	170	786	4,606	39	1,374	...	317	7,122	19,377	3,014
Total ...	**308**	**322**	**27**	**415**	**5**	**28**	**1,105**	**4,349**	**31,842**	**203**	**14,293**	**33**	**915**	**51,635**	**1,25,493**	**28,107**
Grand Total 1905-06	**2,261**	**3,191**	**547**	**3,024**	**12**	**93**	**9,128**	**49,301**	**2,23,455**	**5,789**	**1,07,844**	**204**	**2,921**	**389,514**	**9,57,661**	**2,17,152**
1904-05	2,115	3,178	568	2,179	23	122	8,185	38,644	2,05,330	3,874	81,833	263	3,572	333,516	8,56,175	1,77,053

ORDERS OF GOVERNMENT.

No. $\frac{874}{\text{XV}-\frac{48}{14}}$ of 1906.

RESOLUTION.

EDUCATIONAL DEPARTMENT.

Dated Naini Tal, the 9th October 1906.

READ—

The general report on public instruction in the United Provinces for the year ending the 31st March 1906, submitted by the Director of Public Instruction.

OBSERVATIONS.—In this, the last report which he will submit, after holding the appointment of Director of Public Instruction for twelve years, Mr. Lewis renders an account of his stewardship, and the Lieutenant Governor is glad to have this opportunity of drawing attention to the solid progress that has been effected since Mr. Lewis assumed charge of the department in October 1894.

2. During the immediately preceding years, instead of progress there had been a marked retrograde movement, with a falling off in the number both of schools and scholars. The inspecting staff was inadequate, and the immense importance of training teachers for their work had hardly been realized; for all the vernacular schools there were but three normal schools badly equipped, and supplying education rather than training, while nothing had been done to train masters for English schools. Professors and masters were poorly paid and the department offered few attractions to men of ordinary ability.

3. Since 1894 much of this has been changed. It is not possible within the limits of this resolution to trace the development step by step, but an attempt will be made to point out the more important changes that have been effected: in many cases the statistics of the following table may be left to tell their own tale:—

	1895.	1906.	Difference.
Number of arts colleges	19	29	+10
Number of scholars in arts colleges ...	2,032	2,970	+938
Number of secondary schools ...	494	572	+78
Number of scholars in secondary schools.	58,419	82,240	+23,821
Number of primary schools ...	4,335	9,799	+5,464
Number of scholars in primary schools	165,023	411,587	+246,564
Grand total of scholars in public and private institutions.	295,344	576,336	+280,992
Percentage of male scholars to male population of school-going age.	7·76	14·71	+6·95
Percentage of female scholars to female population of school-going age.	·37	·96	+·59
	Rs.	Rs.	Rs.
Total expenditure	36,04,509	66,21,318	+30,16,809

4. To keep pace with the increase in the number of schools and scholars and to allow of the inspection being more thorough and

efficient, the inspecting staff has been recently strengthened. There will be in future an inspector for each division; in 1894 there were only four for the province. At the same time the district staff of deputy and sub-deputy inspectors has been increased, from forty-five to forty-seven of the former and from thirty-one to one hundred and three of the latter, and while their pay has been improved and their service made pensionable, it has been possible to require higher qualifications of the candidates for these appointments. , At the same time the inspecting staff are being relieved of the drudgery of office work and examinations and are able to devote more time to the methods of teaching.

5. It is perhaps in the matter of the training of teachers that the most notable advance has been made and this advance is due to Mr. Lewis. There were at the end of the year five normal schools; one has since been opened and four more are in the course of erection. The course has been extended to two years, and to provide for practical instruction, a model school is attached to each of these institutions. But as even these ten normal schools will not meet the demand for trained vernacular teachers, which is constantly increasing with the great extension of primary education, training classes for lower primary teachers have been started in forty-six districts and have been attached to selected vernacular middle schools.

A normal school has also been established at Lucknow for female teachers, a second is being established at Allahabad; and with aid from Government training classes have been opened at the All Saints School, Naini Tal, for teachers in European girls' schools and for Indian girls' schools at the Isabella Thoburn College, Lucknow. A training college for English masters has been established at Allahabad, to which by next year all masters of less than thirty-five years of age will have been deputed. The University has also established a degree of Licentiate in teaching open to graduates after prosecuting a course of study at a training college.

6. The constitution of a Faculty of Science in 1894-5, together with the power of the Senate to confer degrees of Bachelor and Doctor of Science, has given a great impetus to the study of science and has been followed by the erection of, and additions to, laboratories in nearly all the colleges and in many of the schools, and by the appointment of science masters and professors. At the Muir College Rs. 2,25,582 have been spent on the laboratories, and there are now four professors of science compared with only one in 1894.

7. At the Muir Central College the staff has been increased by five professors, and the status and pay of the provincial staff of professors have been greatly improved.

A grant of one lakh of rupees has been made to the University to assist it in establishing a Law school and of Rs. 80,000 to found a library, while private liberality is providing a home for the Sanskrit manuscripts at the Sanskrit College, Benares.

8. To mitigate the tyranny of examinations the minimum age at which candidates may appear at the Matriculation has been fixed at

sixteen, the Middle and Upper Primary examinations in English schools and the Lower Primary examinations have all been abolished, and the promotion of boys from class to class has been left to the head master.

9. At the Thomason College, Roorkee, there has been much progress in the way of technical education. Classes for electrical engineers, draftsmen, and computors, and the mechanical apprentice and industrial classes have been opened with corresponding additions to staff, laboratories, and apparatus, to which further additions are now being made in connexion with the technical class opened this year to impart scientific and mechanical training to young men, who will only start on their technical course after passing the School Final examination.

The Agra Medical School has been enlarged and improved, and the Agricultural School at Cawnpore has been converted into a college.

10. The position of the pandits at the Sanskrit College has been improved and a grant has been made to the Muhammadan Anglo-Oriental College to enable the authorities to encourage the higher study of Arabic.

11. In secondary education progress has been on the lines of better paid and more highly qualified teachers, fewer examinations, and greater freedom to the head master. The minimum pay of an English master has been raised, though for the masters of the lower classes it admittedly is still too low, but their service has been made pensionable. Much, however, remains to be done.

12. The extension of primary education has been most marked, but was largely dependent on the provision of funds by the Government of India and followed closely on the better adaptation of the curriculum to the needs of the people. In 1895 the value of the existing indigenous schools was recognized, and a grant of Rs. 75,000 was sanctioned to strengthen them and make them more efficient. This was the beginning of the "aided" school, which has now assumed a very important place in the educational system; no fewer than forty per cent. of the scholars in primary schools, aided and state, are in aided schools. The standard of teaching in aided schools is inferior to and less satisfactory than that of state schools, but its cost per scholar is considerably less than half and it reaches numbers for whom state schools cannot be provided for want both of funds and of trained masters. The education offered is better than none and is appreciated, and in time it will no doubt be possible to secure higher qualifications of the master as a condition of the grant-in-aid.

13. In the matter of female education progress has been slow, and till recently the majority of girls' schools were mission schools. Still something has been effected. One great difficulty was the absence of female teachers. To meet this a normal school and training classes have been established. Model schools have been opened in thirty-two districts, but these do not attain a very high standard. Schools on a more ambitious scale are the Crosthwaite school at Allahabad and the girls'

schools at Moradabad and Dehra. The inspecting staff has been strengthened by three additional inspectresses, and the Government of India have been asked to obtain sanction to the appointment of an Indian service inspectress. A committee was recently appointed to consider how the education of Indian women could best be furthered. Their report was most valuable, and effect is gradually being given to their recommendations. There is little demand for female education, and all that can be done at present is to meet the demand, to encourage it and to be prepared for it or in advance of it. At the present stage Government prefers to rely mainly on aided schools managed by the people themselves and on home classes, efforts are being made to train teachers for work in zananas, and liberal grants will be given to aided schools.

14. Such are the more noteworthy developments effected in the department of public instruction during the last twelve years.

Still more remarkable and more fraught with encouragement for the future has been the awakening of public interest in educational matters. To this awakening must be ascribed the vigorous growth of the Muhammadan Anglo-Oriental College at Aligarh, the establishment of the Central Hindu College and School at Benares, the Kayasth Pathshala, and the Christian College at Allahabad, the erection of a home of its own for the Bareilly College and of new buildings for the Canning College, the provision of hostels at Meerut, Aligarh, Bareilly, Allahabad, and Benares, and last, but not least, the movement for the establishment of the Medical College. Special mention may be made of the MacDonnell Hindu Boarding House and the Oxford and Cambridge Hostel as marking a new departure; they are both university rather than college hostels. Private liberality has also endowed many schools and colleges with scholarships, while large sums have been and are being subscribed for the higher study of Science, Arabic, and Sanskrit.

15. In reviewing the report for the year 1904-5 reference was made to the reforms that were most urgently needed. Since the close of the year it has been possible to provide for some of the non-recurring needs and the following special grants have recently been sanctioned:—

	Rs.
(1) Buildings, &c., for the new technical classes at the Roorkee College.	1,97,000
(2) Acquisition of land for the Agra College ...	30,000
(3) Remodelling the lunatic asylum at Lucknow to adapt it for a normal school.	15,000
(4) Works in the Girls' Normal School at Lucknow ...	14,550
(5) To the Canning College for a hostel	50,000
(6) To the Meerut College for building	30,000
(7) To the Husainabad (Lucknow) School for a boarding house.	30,000
(8) To the Muhammadan Anglo-Oriental College, Aligarh, for a science laboratory.	20,000

	Rs.
(9) To the Bareilly College for a superintendent's house, servants' house, &c.	10,000
(10) To the Moradabad Girls' School for a boarding house.	15,000
(11) To the Diocesan Boys' School at Naini Tal to pay off the debt.	64,000
(12) To the Loretto Convent school	3,250
(13) To the Mussooree Convent school	2,200
(14) To the Jubilee High School, Lucknow, for class rooms and boarding house.	12,000
(15) For the purchase of books of reference at a cost of Rs. 400 for each school to ninety-five English schools.	38,000
(16) For the Normal school attached to the Crosthwaite Girls' School, Allahabad.	30,000
(17) To the University for the establishment of a Central Law College.	1,00,000

16. There is little to be said with regard to the events of the year; they are clearly and adequately dealt with in the report under review, and there remains to notice only the few points on which the orders of Government are required.

Paragraph 3 *of the report.*—The financial position of the district boards has been greatly improved since the report was written, and they will now generally be in a position to carry out some of the reforms in English schools which are more immediately required.

Paragraph 8.—Under the rules of the 28th July 1906, prescribing the qualifications required of certain servants of district boards requiring professional skill, no person can be appointed a sub-deputy inspector of schools whose name is not borne upon a list of candidates approved by the Director. The difficulties referred to in this paragraph should not therefore occur in future.

Paragraph 30.—It is understood that the authorities of the University are not in favour of the proposal to appoint a University Professor of Education. It is essential that there should be two distinct sections of the training college—one for graduates and another as a separate institution for under-graduates. The present building will not accommodate both sections, and one school would not offer sufficient opportunities for practice were the present institution enlarged. The solution would appear to be to retain the college for graduates at Allahabad and to transfer the lower section to Benares or Bareilly, where an English school under an Indian service head master would be available as a model school. The scheme for deputing masters from English schools to the training college will be completed next year, and the saving that will result might be utilized in assisting with scholarships or stipends candidates for employment in the department who could not without help afford to continue their education at college until they have obtained a degree. Education should precede training, and it should not be the main duty of the training

college to supplement the deficiencies in general education of candidates for teacherships. The Director will be asked to submit definite proposals on these two points.

Paragraph 33.—The proposed changes in the fees for the different classes in English schools aim at simplicity, but though the effect on all the schools taken together would be small, they might affect some schools more than others and it is believed they are opposed by many managers of aided schools. The change will not be made until there is a general demand for it.

Paragraph 39.—Attention is again drawn to the serious defects of English schools supported or aided by municipalities. The duties of the municipal boards in connexion with schools is under the consideration of Government, but a school with an altogether insufficient and unqualified staff should not be recognized. It does more harm than good and is an injustice to the pupils. There is nothing to prevent recognition being withdrawn from a school whenever it ceases to come up to the prescribed standard, and when such action is contemplated the municipal board should be addressed with reference to increased support or the withdrawal of the grant-in-aid.

Paragraph 40.—It is with the object of securing more qualified masters for the lower classes of English schools that the proposal has been made to assist candidates for the department to read for their degree.

Paragraph 46.—The Government attaches great importance to the proper remuneration of teachers in vernacular secondary schools, and trusts that this necessary reform will not be long delayed.

Paragraph 47.—The attention of the Commissioners concerned will be drawn to the remarks about the state of the municipal school building at Hardoi and the absurdly inadequate accommodation at Chaubepur in the Benares district. It is in every way desirable to remove the lower primary classes from middle schools; it is a reform that will cost far less than providing proper accommodation in the middle schools for the lower primary classes.

Paragraph 52.—The proposal to make lower primary education free throughout the province is one that Government would gladly give effect to, but Rs. 30,000 means three hundred schools, and as long as the demand for additional schools cannot be fully met for want of funds, Government is not prepared to recommend district boards to give up the income they derive from fees.

Paragraph 55.—The chairman of the Allahabad district board will be addressed with reference to the remark that the allotment for recurring charges of primary schools had been diverted to test works. It was strictly against the orders of Government.

Paragraph 59.—There is no objection to the grant of lower primary teachers' certificates to students at a normal school who have been through the whole course, have shown themselves to be competent teachers, but have failed at the examination.

When the ten normal schools are established, they will require more supervision than the inspectors can afford to give them and should preferably be all under the control of one man. The Director will be asked to submit proposals for the appointment of an additional provincial service inspector, whose duties will be confined to the control and inspection of the normal schools.

17. Shortly after this resolution appears in print Mr. Lewis will have made over charge of the department to his successor. He has taken a principal share in the important developments of education in this province, and the Lieutenant Governor desires to convey to Mr. Lewis the final thanks of Government for the ability and zeal with which he has for so long administered his department.

During three strenuous years Mr. S. H. Butler was Secretary to this Government in the Educational department, and now that Mr. Butler has ceased to be Secretary Sir James LaTouche wishes to place on record his grateful acknowledgments of Mr. Butler's valuable advice and constant help in dealing with educational problems.

ORDER.—Ordered that a copy of this resolution be forwarded to the Director of Public Instruction, United Provinces, for information.

Ordered also that this resolution be published in the *United Provinces Government Gazette* for general information.

By order &c.,

E. F. L. WINTER,

Secy. to Govt., United Provinces.

GENERAL REPORT

ON

PUBLIC INSTRUCTION

IN THE

UNITED PROVINCES OF AGRA AND OUDH

FOR THE YEAR ENDING 31ST MARCH 1907.

ALLAHABAD:

Printed at the United Provinces Government Press.

1907.

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PREFACE.

I HAVE to acknowledge my obligations to Mr. Burrell, who was placed on special duty to assist me in writing this report, for the care and thoroughness with which he has done his part of the work. He has not only placed before me nearly all the materials for its compilation, but has helped me greatly in its actual composition.

C. F. DE LA FOSSE, M.A.,
Director of Public Instruction,
United Provinces.

ERRATA.

Annual Educational Report, 1906-07.

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GENERAL REPORT

ON

PUBLIC INSTRUCTION

IN THE

UNITED PROVINCES

For the Year 1906-1907.

CHAPTER I.

PRELIMINARY.

THE quinquennium which has drawn to a close has been a period of great expansion and consolidation. The energy which Lord Curzon's reforming zeal infused into every branch of the administration is nowhere more apparent than in the operations of the Education Department. The whole machinery has been overhauled, and, though being driven at much higher pressure ever since, runs more smoothly and works more expeditiously. The principal measures of reform may be briefly summarised here, though some will be dealt with more fully in the succeeding chapters.

Improved conditions of service.

Nothing perhaps has hindered the progress of education in the past so much as the low scale of pay and the poor prospects of officers of the subordinate educational service. Not only were they insufficiently paid, but since the year 1885 have had no pension to look forward to. It is small wonder, therefore, that the various ranks of the profession were filled with men of a rather low standard of education, and that the service was unpopular. Men of good social standing and qualifications usually avoided it, and it was tending to become the refuge for the failures of other callings. It has taken many years to obtain recognition of the fact that improvement in the general standard of education can only be obtained by conditions of service that shall attract men of at least average attainments; but during the quinquennium it has at last come to be regarded as axiomatic that only those who know can teach, and much has been done to improve the Department by offering more liberal terms. The grades of deputy and sub-deputy inspectors have been revised; their pay which formerly ranged from Rs. 40 to Rs. 150, now begins at Rs. 60 and rises to Rs. 175, probationers being allowed a salary of Rs. 50 for the first two years. Further, district inspecting officers are allowed to draw more liberal rates of travelling allowance and are supplied with tents and a proper camp equipage. As one Chairman of a district board has remarked the deputy inspector is the responsible head of a large department and as such will now be able to live up to the dignity of his position.

Anglo-vernacular teachers.

The minimum pay of English teachers has been twice raised during the period. "Five years ago," the Inspector of the third circle writes, "it was the rule rather than the exception to find teachers in anglo-vernacular schools getting a beggarly pittance of Rs. 8 to Rs. 15 as their monthly salary for teaching English, mathematics, history, geography and even elementary science." In 1902-03 the minimum pay of an English teacher was raised to Rs. 20 and again in 1905 to Rs. 25. But not only has the pay of the lowest grade been raised, but in many district schools the scales of salary have been revised throughout. Some improvement has also taken place in the position of teachers of oriental languages.

Vernacular teachers.

Nor have vernacular teachers been forgotten. The grades of Rs. 6 and Rs. 7 have been almost everywhere abolished and the minimum pay has been fixed at Rs. 8. As part of a programme for the improvement and extension of secondary vernacular education, the position of teachers in middle schools has been much ameliorated. The rate of pay of head teachers which in many middle schools ranged from Rs. 12 to Rs. 15 has been raised to Rs. 25 rising to Rs. 40; that of assistant teachers at Rs. 12 rising to Rs. 25. It has, of course,

not been possible everywhere to reach the higher scale all at once, owing to lack of funds, but it is a great gain to have obtained the general recognition of the inadequacy of existing rates and to have a definite scale to work up to. It may be mentioned that the custom of deducting from the salary of vernacular teachers the amount supposed to be realised by them from scholars in fees, but which was as a matter of fact seldom fully realisable, has lately been abolished. To the rural teacher pressed by inspecting officers to increase his enrolment, this seemingly small reform has meant the removal of a load of anxiety.

The restoration of pensionable service and institution of provident funds.

But most important of all, as a means of rendering the service more attractive to men of ability, has been the restoration of pensions and the institution of provident funds. The withdrawal in 1885 of pensions from both teachers and inspectors in district board service was a great blow to the profession, and it is no exaggeration to assert that it crippled the department for nearly twenty years. Something was indeed done to make reparation by the establishment in 1904 of provident funds for all teachers, English and vernacular, in district board service, drawing salaries of more than Rs. 10; but, while other services were pensionable, the concession was regarded as insufficient. Thus the best men still continued to shun the Department. But the restoration of pensions, though acknowledged as the only way to attract good men and secure contentment, has been rather grudgingly made. First only headmasters of district English schools and district inspecting officers were admitted, the latter not without some demur on the part of boards; then it was perceived that, if district inspectors were granted pensions, teachers in district English schools could not logically be refused them, and the boards have had to admit them also. The last step has been to grant pensions to teachers in secondary vernacular schools, but some boards are still reluctant to take it. All these changes have undoubtedly made the service more popular and raised its prestige; and already their effects are manifest in the type of recruit now presenting himself for employment.

Improved organisation.

But while the *personnel* of the profession has been improved, there is also better organisation of the work. The circles of inspection, which had become unmanageable, have been reduced in size. Their number, five at the beginning of the quinquennium, has been raised to six, and their further reduction in size is about to take place. Similarly district inspecting officers have been enabled to cope better with the ever increasing volume of work by a large reinforcement of sub-deputy inspectors; while recently the amalgamation of their offices with those of district boards will relieve them of much routine work. The work of official control has also been supplemented by dividing each district into circles of inspection assigned to the various members of the district board, and village school committees have been formed in order to arouse local interest in education and maintain a watch over the teacher. But up to the present the amount of interest and energy displayed by these non-official agencies has not been very considerable.

Efforts to improve the standard of teaching.

It was not enough to recruit the teaching profession with men of superior type and attainments; it was essential also that they should be better prepared for their work in life. Every effort has been made therefore to establish facilities for their training. The Training college at Allahabad has been improved and enlarged to meet the increasing calls upon it, and a premium has been set upon training by the recent rule that none but trained men can be appointed permanently to teacherships. But besides training raw recruits for the profession it has been found possible to extend the benefits of training to young teachers already in service by deputing them to the Training college for a course of instruction. The training of vernacular school teachers has also undergone considerable development. One more normal school has been opened, and in almost all districts classes have been attached to middle vernacular schools for the training of lower primary teachers. Last but not least, gatherings of village school teachers for the purpose of acquainting them with modern methods of instruction have become recognized institutions everywhere. It is perhaps in respect to the expansion of the means of training teachers that the most noticeable advance has been made during the quinquennium.

The conditions of teaching, which were and in many places still are a serious drawback to efficient work, have on the whole changed considerably for the better. In the first place, efforts have been made to improve accommodation not only by the erection of new buildings and extensions, but by the gradual removal of the preparatory and lower primary classes from anglo-vernacular and middle vernacular

schools into separate buildings. Apart from the obvious advantage of separating big and little boys there are the further advantages of relieving the congestion of numbers, reducing the noise and giving the headmaster more time for supervision of the remaining sections. It should be noted however that the reform has not yet been adopted in the majority of aided schools owing to want of funds. Along with the improvement in accommodation attention has been paid to the furnishing and equipping of schools, but in this direction much still remains to be done. A small reform with wide-reaching effect has been the appointment of clerks in district schools. The headmaster and his staff are now relieved of what was becoming, with the expansion of numbers, a very heavy burden, the purely clerical duties of the school office, and are thus enabled to devote themselves more whole-heartedly to the business of teaching.

More liberal treatment of aided schools.

Meanwhile the interests of aided schools have not been overlooked. It was recognised that as the developments of education were continually making greater demands upon them they must receive more bountiful assistance. The conditions of grants-in-aid have therefore been revised and made more liberal. Grants are no longer given on the results of examinations, but are calculated on a more generous scale upon the attendance and the number of sections maintained. Additional grants are also made for the teaching of special subjects and for the employment of trained teachers. Last year a special boon was conferred on the more important aided and recognised anglo-vernacular schools. A grant of Rs. 38,000 was made to them for the purchase of books on educational method and works of reference. The grant was divided in equal sums of Rs. 400 between ninety-five schools and has been a most welcome means of supplying the deficiencies of their libraries. Finally, the grant-in-aid rules for primary vernacular schools have been revised; schools of a lower type can now be aided by means of quarterly grants, and grants to schools under the monthly grant-in-aid rules can be earned with a less rigid conformity to departmental standards.

Abolition of examinations.

A great deal has been done to lighten the burden of public examinations, with which teaching in India has always been so heavily oppressed. The evil in so far as it consisted in the number and frequency of these examinations in English schools has disappeared—if the Matriculation examination for which the University and not the Department is responsible be excepted. The extent of the change may be best realised from a mere enumeration of the examinations that had to be passed by a boy on his way through an English school; they were the lower primary examination, the upper primary examination and the English middle examination. These have all been abolished. The only public examinations now are the Vernacular Final and Matriculation examinations; the upper primary examination has, however, been retained in the form of an *in situ* examination to serve as a final examination for upper primary vernacular schools. The method of holding promotion examinations has also been modified. Instead of the old centre examinations at which the boys of neighbouring vernacular schools were collected for examination by inspecting officers, teachers now examine their boys themselves, and promotions are left to their discretion, subject to the sanction of inspecting officers. The alteration of the form of inspection reports has also had a tendency to reduce the importance attached to work merely for examinations. Inspections have in consequence become less stereotyped and mechanical and more regard is paid to the methods of instruction, the efficiency of the staff, and the life and tone of the school.

Changes in the curriculum.

The controversy as to the stage at which the study of English should commence has ended—for the time at any rate—in a compromise between the views of extremists. While there can be no doubt of the evil effects of teaching a child a foreign language before he has mastered the rudiments of his own, to delay the teaching of it till he has entered upon the last stages of his school career may result in his acquiring no more than a scraping acquaintance with it. The experiment of allowing schools to teach English in the lower primary stage had a long innings—longer than it deserved; but the experiment of commencing English at the middle stage was too unpopular a measure even to be given a fair trial. According to present rules, English is commenced in the upper primary stage. At the same time efforts are being made to improve vernacular education in English schools, admittedly defective, by the employment of teachers trained in normal schools. With a view to introduce more intelligent

methods of teaching and make learning less dependent on the memory, text-books in geography have been replaced by a syllabus, while euclid has made room for practical geometry. Drawing has been made compulsory in the lower classes of English schools and an attempt has been made to introduce object lesson teaching. Mention should also be made of two changes that are destined in time to have far-reaching effects: schools are permitted, with the approval of the Inspector, and in conformity with the general principles that underlie the curriculum, to make modifications in the distribution of the work in any subject among the various classes; permission is also given, with the approval of the Inspector, to re-group scholars in classes above the primary stage for arithmetic, drawing, science and classical languages, independently of the recognised classification. Finally, though no systematic attempt has yet been made to establish commercial courses, studies useful in commercial and clerical life have been encouraged by the establishment of typewriting and shorthand classes at certain schools.

Physical training.

A large amount of attention has been devoted to physical training, and in all classes of schools there has been marked advance. *Desi kasrat* has been successfully introduced into vernacular schools, whilst the provision of gymnastic instructors, playgrounds and the teaching of drill, has given a great impetus to physical exercises in English schools.

The Provisional Code and Code of European schools.

The codification of the rules and orders of the Department has constituted one of the most useful reforms of the period. Previous to the compilation of the Educational Code the standing orders of the Department were partly to be found in two long obsolete manuals, the rest dispersed in numberless contrary, conflicting and even contradictory circulars. Their revision and consolidation in a single handy volume had been for years projected, but the state of chaos and ignorance of what the standing orders actually in force were at length grew so complete that codification was felt to be imperative and urgent. The task of sifting and compiling has been no light one and even now the Code has not attained its final form; but the Provisional Code which has been in use during the last three years has been an inestimable boon to harrassed officers and school authorities. The Code of European schools for India and Burma has likewise been revised, and inasmuch as the new Code involves more liberal grants, a sum of half a lakh of rupees annually has been given by the Government of India for carrying out its requirements.

The management of district schools by district boards.

It is as well perhaps that the Educational Code was issued only provisionally, for after its publication the whole machinery of education was dislocated by the framing of revolutionary rules under the District Boards Act of 1906. By these rules the control and management of all schools, and of the subordinate inspecting staff as well, has been transferred from the Department to the district boards, and the Department has been converted into a merely inspecting and advising agency. The avowed objects of the change were to make the district officer the fountain head of all educational activity in the district and to interest the people through the district board in the schools maintained for their benefit. Though excellent in theory, unfortunately for the success of this experiment in self-government the district officers with their multifarious duties have not usually time to make themselves acquainted with all the details of educational work; nor is it always the case that the officers placed by them in immediate charge of education possess the requisite knowledge and experience; further, the constitution of a district board does not pre-eminently fit it for representing the views of the educated classes. It cannot be said that this change was one contemplated by the Simla Educational Conference of 1901, or that it is in complete harmony with its recommendations; but if it has produced no other good result it has at any rate focused attention upon the question of the proper management of schools, and this is a question which in these provinces has long awaited final and decisive handling.

Headmasters.

An innovation during the quinquennium and one that is on all grounds to be commended is the creation of headmasterships in the Indian Educational Service. Not only should officers so recruited prove of great value in maintaining a high standard of work and discipline and in improving the tone of schools, but the experience which they must, as headmasters, gain of school organisation will after a few years fit them pre-eminently for promotion to Inspectorships. The schools for which Indian Service headmasters have been selected

are at present only the Queen's collegiate school, Benares, and the district high school, Bareilly; but it is hoped that the number will shortly be increased.

Grants to education.

It is only fitting in concluding this survey of reforms that have been carried out during the quinquennium to acknowledge the generous assistance rendered to education by the Government of India and the Government of the United Provinces. The former has given a recurring grant of Rs. 11,50,000, and the latter a non-recurring grant of about Rs. 8,00,000. In addition the Government of India also gave a non-recurring grant of Rs. 1,33,000 for 1904-05 and of Rs. 80,000 for each of the following four years. Nor is it other than a bounden duty to refer with gratitude to the deep and kindly interest in education invariably displayed by Sir James LaTouche, who governed the provinces during almost the whole of the period.

That these provinces are far behind every large province in India in the matter of expenditure on public instruction has been repeatedly and forcibly pointed out by Mr. Lewis in his annual reports, and the correctness of his figures has never been disputed. Notwithstanding liberal grants from the Government of India and generous treatment at the hands of the Local Government—so far as its means would allow—we are not yet making up any of the lost ground in this respect. While expenditure from public funds upon 1,000 of the population in other large provinces averages Rs. 140, in the United Provinces it is only Rs. 87. To bring our expenditure on a level with the rest we should need about twenty-six lakhs. I have lately prepared a statement of what I take to be our immediate educational requirements, and though it would not be possible to spend at once so large a sum as twenty-six lakhs to the best advantage, the amount which we do need immediately for all purposes is seventeen lakhs; and this could be usefully and profitably spent as soon as it became available. Given the same expenditure as in other large provinces, it would not take long for the United Provinces to come abreast of them in educational progress; but without it there is no possibility.

The Royal visit.

This also is an appropriate place to refer to the stimulus which came to education from a still higher quarter. The interest manifested by Their Royal Highnesses the Prince and Princess of Wales in all matters affecting the welfare of the Indian subjects of the Crown evoked a lively response that benefited education in particular. Their visit to these Provinces will be commemorated by a Medical college at Lucknow, a Sanskrit library at Benares, a Technical Institute at the Central Hindu college, and a Prince of Wales' school of science at Aligarh.

LIBRARY OF THE BOMBAY BRANCH OF THE ROYAL ASIATIC SOCIETY

Classes of institutions.	1906-1907. Institutions.	Scholars on the 31st March.	Average number on the rolls.
PUBLIC INSTITUTIONS.			
University Education.			
Arts colleges ... For men	25	3,032	2,912
Arts colleges ... „ women	4	36	31
Professional colleges	9	962	890
School Education, General.			
Secondary schools for boys ... English	198	33,891	33,233
Secondary schools for boys ... Vernacular	340	49,076	46,784
Ditto for girls... English	42	3,814	3,722
Ditto for girls... Vernacular	2	65	65
Primary schools for boys	9,545	4,18,480	3,89,102
Ditto for girls	767	22,486	21,475
Technical and Industrial Education.			
Training schools for masters	54	982	982
Ditto for mistresses	6	174	161
Other Special Schools	80	3,899	3,761
Total, Public Institutions for 1906-1907 ...	11,072	5,36,897	5,03,118
Total, Public Institutions for 1905-1906 ...	10,542	5,02,139	4,65,044
Total, Public Institutions for 1901-1902 ...	8,289	3,68,495	3,55,214
PRIVATE INSTITUTIONS.			
Advanced Schools Teaching :—			
Arabic or Persian (for boys)	483	10,081	...
Ditto („ girls)	...	...	...
Sanskrit („ boys)	320	5,688	...
Do. („ girls)	1	15	...
Elementary Schools Teaching :—			
A Vernacular only or mainly ... for boys	2,193	31,140	...
A Vernacular only or mainly ... „ girls	131	2,738	...
The Koran ... for boys	1,239	16,622	...
The Koran ... „ girls	111	93	...
Other schools not conforming to Departmental standards.	92	2,055	...
Total, Private Institutions for 1906-1907 ...	4,570	69,277	...
Total, Private Institutions for 1905-1906 ...	5,166	74,197	...
Total, Private Institutions for 1901-1902 ...	6,071	84,278	...
GRAND TOTAL FOR 1906-1907	15,642	6,06,174	...
GRAND TOTAL FOR 1905-1906	15,708	5,76,336	...
GRAND TOTAL FOR 1904-1905	14,211	5,02,389	...
GRAND TOTAL FOR 1903-1904	14,709	5,02,882	...
GRAND TOTAL FOR 1902-1903	15,013	4,93,131	...
GRAND TOTAL FOR 1901-1902	14,360	4,52,773	...

CHAPTER II.

General Summary.

Number of institutions and scholars.

However backward the state of education in the United Provinces may appear either according to western standards or in comparison with other provinces, the statistics show that the relative progress during the quinquennium has been quite satisfactory. There is a net increase of 1,282 in the number of educational institutions which now number 15,642, although the number five years ago was somewhat artificially inflated by the method of counting the primary departments of secondary schools as separate primary schools. Public institutions have increased by 2,783 to 11,072, but private institutions have decreased in number by nearly 25 per cent. to 4,570. A comparison of the number of scholars at the beginning and end of the period gives a clearer indication of the progress that has taken place. In round numbers there has been an increase of one and a half lakhs or nearly 33 per cent., and the total number of scholars is now approximately six lakhs. The bulk of the increase, *viz.*, one lakh, has taken place during the last two years, and would no doubt have been still greater had not the rate of progress achieved in 1905-1906 been retarded in 1906-1907 by the severe and prolonged visitation of plague. The increase amounting to 1,68,000 or 45 per cent. has taken place entirely in public institutions, for in private institutions the number has fallen from 84,000 to 69,000 or 18 per cent.; the proportion of scholars in private institutions to the whole number under instruction has indeed fallen from almost one-fifth to less than one-eighth. It is a hopeful sign that the rate of progress generally has been steadily increasing during the last three quinquennial periods. The progress during the five years ending in 1897 was estimated at 25 per cent., that in 1902 at 28, and in the last five years it has jumped to 33 per cent.

(*Vide* General Tables I and III.)

The percentage of scholars to the population of school-going age has risen considerably for both boys and girls. For boys it has risen from 11·7 to 15·33, for girls from ·6 to 1·16, and the percentage of both together has increased from 6·33 to 8·47. The number of public primary girls' schools has almost doubled, whilst the number of scholars, *viz.*, 22,486, is more than half as large again as the corresponding figure five years ago; and over and above there are a large number of girls reading in boys' schools.

Expenditure.

The total expenditure has risen during the quinquennium from 45½ lakhs to Rs. 74,89,580, or by about 65 per cent., and the cost per head of population, reckoned on the figures of the last census, has grown from 1½ annas to about 2½ annas. Approximately two more lakhs each are spent on the University and the colleges affiliated to it; eleven more lakhs on 'general' schools; and ten on buildings. There are other considerable increases under the heads of Direction and Inspection. Indirect expenditure has grown from 13 lakhs to nearly 29 and direct from 32½ lakhs to 46. Public expenditure has grown to over 49 lakhs, being nearly two-thirds of the total, and is almost double what it was five years ago; whilst private expenditure is larger by nearly one-third. Towards the increase in expenditure from public funds the Government of India has contributed five lakhs recurring for general educational purposes, six lakhs recurring for primary education, Rs. 1,33,000 in 1904-1905 and Rs. 80,000 in each of the four following years, for University and collegiate education, and half a lakh recurring for European schools; whilst the Local Government has made non-recurring grants of about six and a half lakhs during the year under report.

(*Vide* General Table IV.)

The net amount spent on scholarships has increased from Rs. 1,19,000 to Rs. 1,31,000. But the increase is really greater than from these figures would appear; for, while the amount expended on scholarships from private sources, has decreased from Rs 70,000 to Rs. 51,000, largely owing to the abolition of unauthorised fee-remissions in aided institutions, the amount contributed by public funds has increased by 63 per cent. from Rs. 49,000 to Rs. 80,000.

The income from fees has grown satisfactorily from Rs. 10,82,000 to Rs. 13,76,000 and constitutes more than one-fourth of the total direct expenditure. The comparative distribution of expenditure from public funds on the various stages of education is worthy of notice. Though the direct expenditure on collegiate

education has grown from Rs. 4,31,000 to Rs. 5,37,000, it is now one-ninth instead of one-sixth of the whole. The direct expenditure on secondary education is Rs. 19,29,000 or nearly one-half of the whole, while the cost of primary education is Rs. 15,03,000 or one-third of the whole.

The actual provincial expenditure during the year 1906-07 under head 22—Education as returned by the Accountant-General is Rs. 19,02,408, while the provincial expenditure as shown in General Table IV attached to the report (*vide* totals of columns 8, 9, 23 and of indirect expenditure of column 34) is Rs. 23,52,870. The difference is chiefly due to the fact that the latter amount includes a sum of Rs. 4,50,782 on account of the following items :—

		Rs.
(1)	Agricultural college, Cawnpore	24,438
(2)	Medical school, Agra	40,095
(3)	Patwari schools	25,232
(4)	Amount spent by the Public Works Department on Government Educational buildings	3,06,017
(5)	The sum of Rs. 55,000 paid to the University in 1905-06 but shown in the returns for 1906-07	55,000
	Total ...	4,50,782

The items (1) to (4) are not debitable to 22—Education. Item No. 5 is not included in the Accountant-General's figure. It is the practice of the University to keep its accounts by the calendar year and consequently some of the items of expenditure for the official year 1905-06 are shown by the University in 1906-07. Excluding the above five items the expenditure comes to Rs. 19,02,088 which still does not tally with the Accountant-General's figure, Rs. 19,02,408. The difference of Rs. 320 cannot be reconciled till the details of each item drawn from the Treasury have been given by the Accountant-General as well as by the officers submitting the annual returns. To attempt to reconcile the figures in this manner would have delayed considerably the preparation of the tables, and the Government of India has asked particularly that they may be submitted by the due date.

Owing to the lateness of the date of the University examinations the results of the degree examinations are not yet available, so that it has not been possible to prepare a comparative table of results.

CHAPTER III.

Controlling Agencies.

Changes during the year.

On the 3rd November 1906, Mr. T. C. Lewis retired from the Directorship, after having occupied the post for upwards of twelve years. His services have been fittingly acknowledged already in the Government resolution upon the annual report on public instruction for the year 1905-1906 and in the Press at the time of his departure. This report, in that it deals mainly with the last five years of his administration, is an account of the concluding period of his long career and constitutes a notable record of achievement with which to close the narrative of his official life in India. During the month of June and the early part of July, while he was on privilege leave, I officiated for him, and on the 4th November I was appointed to succeed him. Mr. E. A. Radford, a professor of the Muir Central college, thereupon replaced me as Assistant Director.

Tours of inspecting officers.

Mr. Lewis was on tour for 52 days between April and October, and I was on tour for 101 from November till the close of the financial year, during which time 14 districts were visited by me.

The Inspectors of the first and fourth circles have spent respectively 208 and 244 days on tour. In other circles from a variety of causes the number of days has fallen considerably short of these amounts; but only in the third circle has it fallen so low as 112. There also the Assistant Inspectors have done less touring than in other circles. It is a curious fact that the two Inspectresses who spent the greatest number of days on tour inspected the smallest number of schools. One Inspectress managed to see no more than 56 schools in 213 days and the other no more than 46 in the whole year. It will be one of the duties of the new Indian Service Inspectress to see that the tour programmes of circle Inspectresses are properly arranged.

District inspecting staff.

Satisfactory accounts have been received from the district boards of the work of all deputy inspectors and sub-deputy inspectors with one exception. Several are specially commended for the zeal and energy with which they performed their duties. In almost every case the orders regarding the days to be spent on tour were carried out and in many cases the minimum limit was considerably exceeded. The fear expressed in some quarters that the transfer of the control of these officers to district boards would lead to a slackening of effort appears to have been falsified; though I have no information as to whether the tour programmes were well arranged.

Inspectors.

The following officers were in charge of the different circles during the year under report :—

First Circle.—Mr. J. G. Jennings held charge of the circle till June 20th 1906. On his appointment to the Principalship of the Muir Central college, Allahabad, Mr. P. S. Burrell, Headmaster, Queen's collegiate school, Benares, was appointed Inspector of schools in his place.

Second Circle.—Pandit Ikbal Kishan officiated as Inspector of schools of this circle until August 18th 1906, when he was succeeded by Mr. Mahendra Nath Dutt.

Third Circle.—Rai Bahadur Gyanendra Nath Chakravarti was on leave twice for four months in all. On both occasions Pandit Kali Datt Dube, Assistant Inspector of schools, Allahabad Division, officiated for him.

Fourth Circle.—Mr. J. W. Bacon remained in charge of his circle throughout the year.

Fifth Circle.—Mr. Mahendra Nath Dutt held charge until 13th August 1906, when he was relieved by the permanent Inspector Mr. F. J. Moss.

Sixth Circle.—Mr. F. J. Moss held charge from 1st April 1906, until 6th August 1906, when Mr. J. Murray resumed charge of the circle on return from leave.

Inspection circles.

The number of educational circles was increased from five to six from the beginning of 1904. This change involved a redistribution of districts and contraction of circles, reducing the latter to more manageable compass. The circles are, however, still too large for proper control and two more inspectorships have been sanctioned with a view to their further reduction.

Assistant Inspectors.

At the beginning of the quinquennium there were eight assistant inspectors. Their number has risen during the period to eleven. An assistant inspectorship was created for the Kumaun Division to afford relief to the Inspector of the Kumaun circle, who is also the Inspector of European schools, and two more were added when the sixth circle was formed. The assistant inspector's chief function till lately has been to exercise control over district inspecting officers, but the passing of the District Boards Act of 1906 has transferred the control to the district boards themselves. It is now proposed to employ assistant inspectors under the orders of inspectors upon much the same work as inspectors themselves and thus to bring the two more in touch with each other, so that there may be closer co-operation between them. As the circles have been reduced in size it will be necessary to employ only one assistant inspector in each circle.

District inspecting officers.

The rapid increase in the number of both schools and scholars during the quinquennium has necessitated a corresponding increase in the ranks of the district inspecting officers. There is now one deputy inspector for each district, while the number of sub-deputy inspectors has risen from 57 to 104. But there has been an improvement not only in quantity but quality. The six-lakh grant from the Government of India for primary education has enabled the Local Government to improve the pay and prospects of these officers, and thus attract more highly qualified men to the service. While in 1901-1902 there were only 33 graduates employed, in the year under report the number has risen to 70. The improvement in quality is the more satisfactory, because the changes in the administration of education resulting from the passing of the District Boards Act of 1906 have rendered the position of district inspecting officers at once more responsible and more exacting. They are now no longer subject to Departmental control, but as servants of the district boards exercise in practice an almost independent authority over vernacular schools. Upon the way in which they rise to the position will depend the progress and efficiency of vernacular education in the district ; but it is still too soon to be able to judge the effects of the change.

The introduction of better methods of teaching in the schools, the opening of training classes in the districts for lower primary teachers and the institution of centres for acquainting untrained teachers with modern ways of instruction make it very necessary that the inspecting staff should be well trained as well as better qualified ; and Government, recognising the importance of securing the best men available, has ruled that Boards shall in future give preference in appointment to candidates who hold either a degree or a teachers' certificate from the Training college. It is not at present possible to go further and require in all cases a certificate of training, owing to the dearth of trained men; but it is a pleasure to report that boards are keenly alive to the importance of obtaining properly qualified inspecting officers.

Inspectresses.

At the commencement of the quinquennium there was only one inspectress for the whole of the United Provinces. Her time was in consequence mainly devoted to the inspection of the scattered English schools for native girls, and vernacular schools received hardly any attention. In 1902 it was recognised that the first step towards progress was the appointment of inspectresses, not merely to inspect schools but to use their best endeavours to encourage the opening of more schools and to persuade parents to have their girls educated. For this pioneer work three more inspectresses were appointed, and the results though not perhaps remarkable have at any rate justified the step. The proper supervision and systematising of their work has hitherto been a difficulty; for the circle Inspectors under whom they have been placed have not been able, owing to the strictness of the *parda* in most girls' schools, to check their inspections properly. On the recommendation of a conference on female education held in 1905 it was decided to place the inspectresses under a head inspectress, and the Secretary of State's sanction was obtained later to the creation of a post of inspectress in the Indian Education Service for this purpose. In March 1907 Miss E. M. West was appointed from England to fill the post, and the reorganisation of the inspectorate of girls' schools is now proceeding.

Amalgamation of deputy inspector's office with district board's office.

In order that the deputy inspector may have more time and energy for the performance of his inspection work, it has been decided that his office shall be amalgamated with that of the district board and placed under the supervision of

the secretary of the board. The amalgamation has already taken effect in a few districts and will probably be carried out in all during the current year. This important change has not commended itself to the deputy inspectors, who complain that in practice the district board's head clerk has become the controlling authority, owing to the secretary being too busy with other matters to devote much attention to education. It is natural that the deputy inspector should be inclined to view with misgivings a change that robs him of some of his authority; but reform was necessary, for he was rapidly becoming submerged in office work. But if it is really true that the control is passing into the hands of the head clerk the amalgamation of the two offices has only made matters worse. This is an allegation which chairmen should look narrowly into. Reports show that the change has been beneficial however so far as the work of inspection is concerned and has produced the desired results. Thus the Chairman of Bareilly writes: "As anticipated the deputy inspector has been able to devote himself thoroughly to inspection work and his other peripatetic duties. The relief afforded to him from office work will enable him to keep a proper check over the attendance of the teachers, as their unauthorised absence on occasions was a standing complaint in the past." Similar reports come from other districts, and in one it is noted that postage charges have been decreased by nearly 50 per cent. On the other hand the Chairman of Fatehpur says: "Any change which would practically take out of the hands of the deputy inspector the management of the schools, and reduce him to the position of simply an inspecting, reporting and advising agency to the district board is urgently to be deprecated. It is in the nature of things that his authority should decline, and little heed be paid by the teachers to his instructions, as soon as it is felt that he has no voice in the making of appointments, or promotions." There is a good deal of truth in this remark; for though it conveys a somewhat serious reflection upon the sense of duty of village school teachers, and though it is contrary to the modern view of the position and duties of an inspector of schools that he should be an object of dread, yet in the primitive condition of education in these provinces we have not yet reached the stage when primary school teachers can be trusted to do their work simply for its own sake. But the remedy seems to me to lie rather in the employment of a whole-time paid secretary to the board than in the continuance of an unsatisfactory system.

Inspections by members of district boards.

To supplement the work of inspecting officers and enlist local interest in education, Government has ruled that the primary schools of districts shall be divided between members of district boards, who are expected to visit each school entrusted to their charge at least twice a year, and also that village committees shall be formed in connection with village schools. It is perhaps too soon to judge of the effect of these injunctions; but so far the non-official members of boards have not responded very warmly, and their inspections are as usual far outnumbered by those of official members. Not many districts, however, are reported to be as backward in this respect as Partabgarh. There the Chairman reports: "Village schools have suffered as regards inspection from almost total apathy on the part of the district staff. I have visited schools within a mile of the road which (so far as inspection books showed and the teachers corroborated them) had been visited by no one for years, *i.e.*, Sheoratanganj had not been inspected by any one since 1898 and Birapur since 1897." The remark of the Chairman of Gonda that "the official members of the board have shown a keen interest in inspecting schools during their camping season. I wish I could say as much for the non-official members," is typical of the state of things in most districts. In Bulandshahr seven official members inspected only eleven schools between them. The Commissioner of the Kumaun division says: "Non-official members take but little interest in education and seldom inspect the schools in their neighbourhood." On the other hand in some districts, *e.g.*, Lucknow, they are reported to have done good inspection work. But unless the Government can enlist the co-operation of these gentlemen not much advantage can result from making over the control of education so completely to the boards.

The institution of village committees has produced rather poor and dubious results so far. In Meerut "special instructions have been issued to all officers with a view to make them useful, and it is hoped to utilize the assistance of local zamindars in carrying out petty repairs at present executed by contractors." The

Chairman of Gonda says: "They have worked fairly on the whole, and have somewhat promoted the popularity of schools." But in Bulandshahr "very little success" is reported and the Inspector of the first circle remarks: "Personally I am inclined to doubt whether village committees are more calculated to help than embarrass inspecting officers." Having met and talked with a few of these committees in the course of my cold weather tour, I am inclined to be hopeful that they may grow into useful bodies. At present they are more concerned with the teacher and his defects as a man and a neighbour than with his work in the school; but with experience they should learn to take a wider view and may in time prove helpful in promoting education.

CHAPTER IV.

Collegiate Education.

The University.

The history of the University during the quinquennium is mainly a record of its efforts to amend its regulations in accordance with the new Universities Act in such a way as to preserve as far as possible the essential features of its former constitution. It was feared at first that the new Act had swept away much that was valuable in the established order of things; but the revision of the regulations has left matters much as they were, while giving new life and vigour to the whole. The Act constitutes the landmark of the period; and the process of reorganisation, to which it has given rise, is now well nigh completed.

School of law established.

The most important difference between the Indian and the older universities of the west remains practically unaltered. Although there was a strong and widespread wish to set up teaching universities, the difficulties of effecting so desirable a change were found to be insurmountable. Allahabad therefore remains practically an examining University. Only in the subject of law was the Commission prepared to recommend that the University should definitely undertake the function of teaching. This recommendation has at length been carried out. But the difficulties in the way of the establishment of a school of law have been well-nigh insuperable, and though one has at length come into existence, the University has had to borrow the staff of the law class of the Muir college to start the enterprise and the school has no habitation of its own nor yet even the nucleus of a law library.

Territorial limits of the University.

An important task of the Universities Commission was to define more accurately the territorial limits of the Indian universities. Their recommendations have had the effect of enlarging very considerably the jurisdiction of the Allahabad University. The inclusion of the Central Provinces and the whole of Central India and Rajputana within the area has made it the largest but one in respect of population.

Finance.

The widening of its boundaries and the protection of the area from the encroachments of neighbouring universities has already been effectual in improving the financial position of the University by the increase of its fee income. The relief came only just in time, for it started its new career on the verge of bankruptcy. It has to thank the Government of India for a generous grant in the first year of Rs. 83,000 and in subsequent years of Rs. 40,000. The money has been employed in or has been earmarked for administration, inspection, travelling allowance and the building of the University library and office. Though still comparatively the poorest University in India, it is at any rate solvent and its income should steadily expand.

Constitution. (a) Senate.

The Senate, like the senates of other Universities, was too large and unwieldy, and contained too great a proportion of fellows whose title had been bestowed by way of compliment rather than for academic qualifications, and the number of *ex officio* fellows was excessive. When the new regulations come fully into force, there will be only four *ex officio* fellows and seventy-five ordinary fellows; of the latter sixty will be nominated by the Chancellor, ten will be elected by the Senate and five by the Faculties. The Senate, as at present composed, is not quite as representative of learning as it might be; but when the transitory period is over and the constitution is in normal working order it should contain none but representatives in due proportion of the college heads and tutors, private gentlemen of intellectual distinction, and members of the learned professions.

(b) Syndicate.

The Syndicate has been reduced in numbers by one only and consists now of eighteen members, but is a more representative body than before. The *ex officio* members, whom the Commission considered too numerous, have been reduced from seven to two. The fifteen elected members are representative of the Faculties in due proportions including a sufficient number of college heads or professors. It may be said that while the Syndicate has lost something in the experienced guidance of the permanent members it has gained by coming into closer touch with college interests.

(c) The Faculties.

The Faculties generally have increased in size and the Faculty of Arts in particular. Since every fellow must now be assigned to a Faculty, fellows who are

not specially qualified to serve on the Faculties of science or law are made members of the Faculty of Arts, which has therefore become a somewhat motley assembly. The Faculties are authorised to co-opt a limited number of associates, who are not fellows, but who possess a special knowledge of a subject of study dealt with by the Faculty. The Faculty of Arts notwithstanding its size has found it necessary to avail itself liberally of this privilege to strengthen its Boards of Studies. The Faculty of engineering, after being re-constituted, has been abolished, as there was no prospect of its ever having any work to do.

Boards of Studies.

The Boards of Studies number thirteen instead of ten. The old Board of history and geography and political economy has been divided into two; and two new Boards for teaching and Indian vernaculars respectively have been created. Every Board now consists of seven members, except that of English literature, which consists of nine. There is to be a separate Board for biology. With the number of ordinary fellows limited to 75 it is a difficult matter to select suitable members for all Boards, unless every fellow represents some branch of learning and is a working member of the University.

Relations between University and colleges. Affiliation.

The relations between universities and affiliated colleges were the subject of much discussion by the Commission. The control ordinarily exercised by the former, was, they thought, neither strict enough nor constant enough. But the Allahabad University has always required separate affiliation for arts and sciences, and in the case of the latter an inspection of the equipment has always preceded the granting of the privilege. But it is claimed that under the new Universities Act colleges in existence at the time of the passing of the Act which had previously been affiliated for the B. A. and B. Sc. degrees still possess the right to take up any new subject they please without the permission of the University. With this interpretation I do not agree, and if such a state of things is really possible it is the fault of the revised regulations: it is certainly contrary to the recommendation of the Commission. Rules for the periodical inspection of colleges have been drawn up and sanctioned by Government, but are not yet embodied in the form of regulations. The work of inspection has, however, begun, and it is hoped that by the end of next cold weather all affiliated colleges will have been inspected once.

Separation of schools and colleges.

A point on which the Commission laid much stress was the expediency of clearly dividing school and college life. They considered that where school and college classes were held together, they should be separated and separately managed, and that the existence of second grade colleges was undesirable. In accordance with these recommendations the Queen's collegiate school has been removed into a separate building of its own, and the Intermediate classes at Fyzabad school, which were neither needed nor successful, have been abolished. The same procedure has been followed in aided institutions. The school classes at Meerut have been detached from the college; the college classes at Bareilly, after being held for many years in the district high school, have been removed into their own new college building. The principle of separation has been accepted everywhere as sound, but for want of funds some institutions have not yet been able to comply fully with this requirement.

Recognition of schools.

Closely connected with the question of affiliation is that of the recognition of schools; for it is clearly expedient for the University to exercise some control over the education which leads up to college courses. The new rules of the University therefore have been framed in such a way that the University shall have a voice in the matter; but by an inexplicable oversight recognition for the Matriculation is granted generally, if granted at all, and not specially for certain courses. Thus the new regulations are weaker than the old which required recognition in science to be separately obtained.

Private candidates.

An important reform is embodied in the revised rules for the admission of private candidates to University examinations. These have been made much more stringent, and while their tendency is to reduce the number of such candidates, they secure that the few who do compete shall study under proper conditions and shall not be allowed to impair the discipline of colleges.

The position of the training college.

The question of affiliating training colleges, which the Commission thought should be connected with the University, has been under consideration, but has not

been settled. All that has been done is the creation of a board of studies in teaching and the institution of a degree of Licentiate in Teaching for graduates in arts or science who have undergone a course of training at a training college. No training college has yet applied for affiliation ; but it is proposed to reorganise the Allahabad training college, so as to fit it for the training of graduates for the Licentiate, and then to ask the University to affiliate it.

Disciplinary rules.

The disciplinary regulations of the University were complete enough to need little alteration. The dangers connected with introducing mere boys to collegiate life were obviated by fixing the age-limit of 16 for appearance at the Matriculation examination ; the inter-collegiate rules placed a salutary check on the evils of unrestricted migration, and the rules concerning hostels were generally satisfactory. The only amendment necessary has been to make the rules concerning residence more stringent. They now require a student, if not living in a college boarding house, to reside under proper guardianship or in approved lodgings or in a licensed hostel. Particular care has been taken in drawing up the rules for the licensing of hostels to give the Principal of the college attended by students general powers of control over the hostels in which they reside. In this way the University has made itself more directly responsible for the moral environment of its students.

Examinations.

Examinations have proved a fertile topic of discussion and have undergone many modifications. The only change in the post-graduate courses that need be mentioned is the institution of previous examinations a year before the candidate may appear for his degree. This will ensure steady and continuous preparation. More alternative courses have been provided. Candidates can now take up either mathematics, physics and inorganic chemistry, or chemistry (organic and inorganic) and biology. The change was made specially to meet the needs of those who intend to study medicine.

Intermediate.

In the Intermediate examination history has been included in the A course, contrary to the recommendations of the Commission (Report, page 65), and mathematics have ceased to be compulsory on the literary side. The latter change has not commended itself to many ; for it has meant that deductive logic, a much lighter subject, has taken the place of mathematics. The opponents of the change have succeeded, after prolonged discussions, in reopening the question, and the matter has been referred to a sub-committee representative of the Faculties of Arts and Science.

Matriculation.

Particular interest attaches to the changes made in connection with the Entrance and School Final examinations, as they are calculated to have far-reaching effects. The problems surrounding the qualifications for admission to the University are extremely difficult ones, and consequently received much attention from the Commission. It recommended that the conduct of a School Final examination should be regarded as outside the functions of a university ; that the universities would be benefited if the Matriculation ceased to be a test of fitness for Government service ; and that a School Final examination, though primarily intended as a test for Government service or as a preparation for a commercial or professional career, should be accepted in whole or in part as an alternative to a Matriculation examination. It was considered that the academic value of the Entrance was impaired by being admitted as a test for Government service, and that the existing School Final examination had failed to fulfil its proper function as a school-leaving examination. The University has accepted the position that the conduct of a School Final examination is outside its functions and has therefore abolished it ; and in place of both it and the Entrance examination has introduced a Matriculation examination, which combines the features of both examinations, retaining all the subjects of the School Final examination which lead up to University courses ; but, in the interests of the Agricultural college, agriculture and surveying have still been retained, though outside the scope of university work. It has been left to the Department to devise an examination which shall serve the purposes of a school-leaving certificate and a test for admission to subordinate posts in Government service. This matter is now receiving attention. An excellent feature of the Matriculation examination is that every candidate must pass either in a classical language or an Indian vernacular. An attempt has been made to raise the standard of the examination by considerable modification of the courses : greater stress is now laid on unseen work in English ; the Cambridge syllabus of geometry has been substituted for euclid ; a syllabus has replaced a text-book of

geography; the prescribed amount of algebra has been increased; and Arabic has been combined with Persian. The weak point in the examination is that there is no oral test in English.

Registrarship.

Dr. Thibaut held charge of the Registrarship until February 20th, when he went on leave. He was subsequently appointed to the Registrarship of the University of Calcutta. In him the University lost one of its ablest and most experienced advisers. Mr. Jennings, the Principal of the Muir college, was permitted by Government to undertake the duties of Registrar temporarily in addition to his own duties. The pay of the post has since been raised to Rs. 500 rising to Rs. 750 and applications have been invited.

Income and expenditure.

The University has been in the throes of a financial crisis during the quinquennium, but has happily passed safely through it. In 1901-1902 the expenditure was more than double the income, and the disparity tended to increase during the next two years. For while the increase in the number of examinations and of subjects for examination involved a growth of expenditure, the income tended to shrink owing to decrease in the receipts from fees. The opening balance, which in 1901-1902 amounted to Rs. 52,539, sank in three years to Rs. 1,101. The finance sub-committee of the Syndicate, after going carefully into the question of ways and means, reported that it was impossible to effect substantial economies without loss of efficiency, but the Senate rejected its proposals for expanding income by raising examination fees. The University, therefore, seemed threatened with bankruptcy. But the new conditions established by the Universities Act, which gave the University a share of the Government of India's five lakhs grant for University improvements and a vastly increased fee income as a consequence of the extension of the University's territorial limits, saved the situation, and the University though poor is at any rate now solvent. The fee income amounts to Rs. 66,326 as compared with Rs. 25,498 five years ago, and there was an opening balance this year of Rs. 51,790. In 1904 when the Government of India, as mentioned above, decided to distribute five lakhs a year for five years among the Indian universities to help in putting into force the new Universities Act, the Allahabad University received Rs. 83,000; but its share of the grant for the remaining four years was fixed at Rs. 40,000 only. To a University that has no habitation of its own and started its new career with no balance at the bank worth speaking of a grant of even Rs. 40,000 is a boon; but it will not go far towards providing it with suitable buildings, for of this sum Rs. 20,000 has had to be allotted annually for administration, inspection of colleges and travelling allowance. The University will need over and above what it now has at its disposal at least a lakh and a half for buildings, if it is to be suitably housed.

Arts Colleges.

Colleges and students.

At the beginning of the quinquennium there were twenty-six colleges affiliated to the University; now there are only twenty-one. The reduction in numbers is due, first, to the number of State colleges having fallen from three to two, owing to the abolition of the Intermediate classes at Fyzabad high school, and secondly to a decrease in the number of college classes attached to European schools. There are two more aided colleges, *viz.*, St. John's college, Agra, and the Isabella Thoburn college, Lucknow, the latter being the only college for women in the University. Five of the institutions returned amongst the twenty-one colleges are simply small classes attached to European high schools, the number of which fluctuates from year to year according as there happen to be students reading college courses or not.

(*Vide* General Table III.)

Of the colleges for Indian students thirteen are first grade colleges and only three, *viz.*, St. Andrew's college, Gorakhpur, the Ramsay college, Almora, and the Kayastha Pathshala, Allahabad, are second grade colleges teaching up to the Intermediate standard. Eight colleges are affiliated for the M. A. degree, the Central Hindu college, Benares, having been added to the list in Sanskrit and English last year. The number affiliated for the B. Sc. has risen from three to seven by the addition of St. John's college, Agra, the Central Hindu college, Benares, the Christian college, Allahabad, and the Meerut college. The only college which prepares for all stages of the D. Sc. is the Muir Central college.

The enrolment has risen from 1,490 to 2,241 and, exclusive of European classes, from 1,376 to 2,202; so that the average enrolment in colleges proper has risen from 86 to 137. The growth of numbers in aided colleges has been general and in

some cases remarkable. To take a few instances, the enrolment at St. John's college, Agra, has grown from 96 to 168, at Meerut from 50 to 104, while at the Reid Christian college it is nearly double what it was three years ago. The largest college is the Muhammadan Anglo-Oriental college, Aligarh, with 409 students.

College expenditure.

The expenditure has risen from Rs. 4,28,594 to Rs. 5,20,830. The greatest increase has taken place in the case of aided colleges, whose income from 'other sources' has been nearly doubled. It is interesting to compare the comparative expenditure on the different kinds of colleges. Whereas the two State colleges cost Rs. 1,59,000 approximately, nine aided colleges cost Rs. 2,85,000 and ten unaided colleges only Rs. 75,000. The average cost per student has fallen from Rs. 278 to Rs. 247; but the proportion which comes from fees has risen from 24 to 27 per cent. The average cost per student in State, aided, and unaided colleges is now Rs. 379, Rs. 230 and Rs. 169 respectively, as compared with Rs. 445, Rs. 228 and Rs. 247 in 1902.

(*Vide* General Table IV.)

Examinations.

Except for the Intermediate examination it is impossible to make a complete comparison of the results for the two last quinquennial periods; for the results of the other examinations are not yet known for 1907. The number of candidates in the Intermediate examination was 839 this year, as compared with 530 in 1902; while 329 passed, as compared with 273. These figures show that a great many weak aspirants to a degree have to be eliminated or set back at this stage. If we compare the results of the higher examinations for the year 1903 to 1906, with the results of the last four years of the preceding quinquennium, we see that the number of candidates for the B.A, has grown from 1,044 to 1,086, and that 697 were successful, as compared with 518; whilst the number of candidates for the B. Sc. degree increased from 20 to 73. The post-graduate courses of M. A. and D. Sc. were hardly more popular than before and the percentage of success was smaller.

The staff.

The increase of 50 per cent. in the number of students has by itself necessitated an increase in the strength of the tutorial staff, but scarcely to a corresponding or sufficient extent. But the emphasis laid in the new regulations on the adequacy of the staff for the proper teaching of any particular subject, the development of science and the insistence on practical work have brought the need still more into prominence. A Government college like the Muir Central college, with the public funds to draw upon, can more easily adapt itself to growing needs; though even there the demand exceeds the supply. But aided colleges with their slender resources find it a more difficult matter. The principal of one of the most important colleges calls special attention to this weakness. "It is quite clear" he writes "that if the efficiency of the colleges is to be maintained, either the numbers must not be increased further or the European staff must be added to. Personally I would much prefer to see the numbers small but the output good rather than the alternative of having huge classes of students whom we hardly know by sight, whom we cannot teach properly and over whom we can exercise but little influence." The authorities of aided colleges are alive to the need and are endeavouring as far as their means will allow to adapt themselves to new requirements. Aligarh has recently appointed two Europeans to teach Sanskrit and science respectively; St. John's college, Agra, has now seven Europeans on the staff; and the Christian college, Allahabad, though it is numerically one of the smaller colleges, has four; and in several the Indian staff has been greatly strengthened.

Residences and libraries.

The provision of residences for the staff and of good libraries belongs mainly to the future. Something, however, has been done. A house has been built for the Principal of Meerut; seven members of the staff reside in the compound of the Christian college, Allahabad; and residences are provided at the Central Hindu college. But very few colleges possess a good library.

The progress of science.

It has been a standing reproach to higher education in India that it was too exclusively literary. The development of science during the last five years, which is still in full progress, should go far to render the reproach obsolete in these provinces. Not only has the number of colleges affiliated to the B. Sc. standard more than doubled, and the number of students in the undergraduate stage reading science satisfactorily increased, but the arrangements for teaching it have vastly improved. Generally speaking, the study of science in colleges has been put on a fairly satisfactory footing. The improvement has been partly spontaneous, in response to the growing popularity of the subject among students and the inevitable needs of expansion; but it has also been specially stimulated by the

more stringent conditions for affiliation imposed by the new University regulations. There is hardly a college which has not commenced the reorganisation of its science department. The process assumes three aspects. In the first place, the professorial staff requires to be strengthened; secondly, separate laboratories for physics and chemistry must be provided and suitably equipped; and, thirdly, more stress is laid on practical work. The following are instances illustrating the progress that has been made or is about to be made in these directions. At Aligarh a European professor has recently been appointed, and a good start is said to have been made in science. The college aspires to be affiliated to the D. Sc. standard and the provision of improved laboratory accommodation is recognised as one of the most urgent needs of the future. St. John's college, Agra, posseses separate professors, all Europeans, for chemistry, physics and biology, together with an assistant professor of science. The principal remarks that the students of science are steadily increasing, and he hopes to build a new block of science rooms, with lecture theatres and specially constructed laboratories. The Christian college, Allahabad, has separate professors, both Europeans, for physics and chemistry, and has recently made additions to its physical laboratory; an engineering plant has also been installed there. The board of trustees of the Reid Christian college, Lucknow, have authorised the complete equipment of a science department for physics, chemistry and biology. The Agra college proposes to establish a separate professorship for physics and has spent much on apparatus and laboratories. At Meerut college the laboratories have been improved, lecture rooms have been arranged theatre-wise and additional apparatus has been ordered; it is now proposed to turn the present buildings into first class laboratories when the new college buildings have been erected. Improvements have taken place at the Canning college, Christ Church, Cawnpore, the Central Hindu college, Benares, and the Kayastha Pathshala, Allahabad, and the need of more suitable laboratories is recognised at Bareilly and the Ramsay college, Almora. The example set by the Muir Central college and still worthily maintained has not been lost upon aided colleges.

Business departments.

Though the University has decided that the development of commercial education falls outside its provinces, some of the aided and unaided colleges have established departments for the benefit of students, who are likely to pursue clerical careers. There are well-developed business departments at St. John's college, Agra, and the Reid Christian college, and typewriting is taught at Aligarh, the Agra college, Meerut, the Reid Christian college, and the Kayastha Pathshala, and shorthand at the Meerut and Agra colleges.

Buildings.

Almost every college has felt the necessity of expanding its accommodation to meet the growth of numbers; while the need of separate, and, what is equally important, specially constructed laboratories for physics and chemisty is now generally recognised. It cannot be said that proper and complete accommodation is yet provided, looking at the state of colleges as a whole; but, almost everywhere, if additions have not already been made, they are either contemplated or designed.

The hostel system.

The extension of the hostel system has been one of the most marked features of the quinquennium. It has become alike more popular and more necessary, as the rise in the number of boarders in arts colleges from 577 to 1,060 makes clear. But the increase has thrown a greater burden of responsibility on University and college authorities in respect of providing and improving accommodation for the students. As an example of what has been done the developments at Allahabad may be mentioned. Five years ago there were 125 boarders out of 203 students at the Muir college: this year there were 231 out of 303. These are now distributed in the Oxford and Cambridge hostel, the two college boarding houses, the Muhammadan boarding house, and the MacDonnell Hindu hostel.

The Oxford and Cambridge hostel is full, and its accommodation is being doubled by the addition of a new quadrangle. The MacDonnell hostel, though only opened in 1906, at the close of the year contained no less than 120 boarders. The Muhammadan boarding house is full to overflowing and is shortly to be doubled. But the college where the residential system has always been most developed is the Muhammadan Anglo-Oriental college, Aligarh, in which no fewer than 370 out of 409 students are boarders. The accommodation has been increased by one

boarding house after another, but the principal says a new one is wanted at once. The Christian college, Allahabad, has two hostels; Meerut is building a hostel specially for Hindus; while Bareilly was provided with a new hostel last year. The boarding house erected a few years ago has been enlarged and a new boarding house is soon to be built at the Canning college, Lucknow. Great extensions are being made at St. John's college, Agra, and the Agra college. At the former the Christian hostel is to be enlarged to accommodate 90 students; the old Hindu hostel has recently been extended so as to contain 75 students; and there is to be a new Hindu hostel erected at a cost of Rs. 75,000, of which the central block is already approaching completion. At the Agra college the new hostel containing 60 rooms and a central hall was to be ready by the beginning of the academic year.

These numerous building operations have been very costly and have not been carried out without liberal assistance from Government. It is not necessary to enumerate the various Government grants; it will be enough to say that altogether they amount to Rs. 3,89,500. Nor has private liberality been behindhand: Sheikh. Wahid-ud-din has given Rs. 20,000 towards a Muhammadan boarding house at Meerut college; Rs. 33,000 and Rs. 80,000 have been subscribed for the Meerut and Bareilly colleges, respectively; and the Aligarh college has to thank His Majesty the Amir of Afghanistan for a donation of Rs. 20,000 and an annual grant of Rs. 6,000.

System of discipline.

There is no uniform system of discipline in college hostels. This necessarily varies according to local circumstances. But the new University rules concerning the residence and conduct of students, the conditions for the licensing of hostels and the liability to inspection are some security that the arrangements shall be satisfactory. The essential thing to aim at is unity of control vested ultimately in the principal of the college; and this needs to be remembered in the case of the new denominational hostels that are everywhere growing up. The introduction of the monitorial system is reported to have been attended with good results at the Central Hindu college, the Agra college and the Reid Christian college. At Aligarh a new system has been adopted called the tutorial system which constitutes, says the Principal, "perhaps the greatest change in the year." He thus describes it: "The boarding house is now divided into 'sides' each under a tutor, whilst a senior tutor directs the working of the whole under the supervision of the principal. Under the tutors are the assistant tutors and many of the details of daily and weekly routine are carried out by house monitors." It is too early to judge of the success of the experiment; but for the Indian as for the English student supervision may be overdone.

Conduct of students.

The conduct of students has been good on the whole and discipline has been well maintained; but towards the close of the year a series of disturbances ending in a 'lock out' threw a cloud over Aligarh and a few students at Allahabad dimmed for a time the lustre of their colleges by airing their reckless oratory in the city. It is, however, a matter for congratulation that the college students of these provinces generally have had the good sense not to follow the bad example set elsewhere or by these foolish youths. For the future the hands of the authorities will be much strengthened by the letter of the Government of India recently issued, defining the relations of students and professors to politics. This letter extends their authority beyond college bounds and promises Government support in the maintenance of discipline.

Muir Central college.

In view of its importance as the largest Government college, situated at the seat of the University and at the headquarters of Government, the Muir Central college deserves separate mention.

The Principalship.

Dr. Thibaut held the Principalship until 24th April 1906, when he was succeeded by Mr. J. G. Jennings, Inspector of schools, and formerly professor of English at the college. It is unnecessary for me to enlarge upon the work of Dr. Thibaut both as an educational officer and in the world of scholarship. His eminent services were fittingly acknowledged in last year's report and have been recognised in the title of C.I.E. conferred upon him by Government shortly before his retirement; but I may quote the following tribute to his personality paid to him by his successor: "As I was privileged to serve the college under him for the first nine and a half years of his tenure of office, I am in a position to bear witness to the

high example of scholarship which he set in the college and to the invariable courtesy and consideration which characterised all his dealings with the college staff."

Developments.

The Arts side of the college which had been repeatedly complained of as unduly weak has been strengthened by the establishment of a new Indian Service professorship; but in spite of this addition and the creation of a new junior professorship of history and economics the college is still understaffed. The question of creating more posts is therefore now again under consideration. On the scientific side the college has been more fortunate both as regards establishment and equipment. Two junior professors of science were appointed last year, and a chair of biology was created in 1906. The stock of instruments and apparatus has been added to considerably, and an increased allotment has been made for the upkeep of the physical and chemical laboratories. The popularity of science, especially in the higher courses of study, has unfortunately not increased in a corresponding degree. But the ease with which a good division is secured in the School Final examination as compared with the Entrance now tempts many to read science at school who would not otherwise have done so; and as there is practically no turning back when once the decision has been taken, it is probable that during the next quinquennium, if for no other reason, science classes in preparation for University examinations will be well filled. The D.Sc. research classes have somehow never proved attractive, perhaps because of an apprehension that suitable employment would be hard to obtain. If this be the reason it is no longer valid; for the professor of chemistry notes that there is a greater demand for trained chemists for technical work and for teaching than the laboratory can supply. The Principal mentions a difficulty which presents itself in connection with the scientific work of the college: "The delay in the supply of scientific stores from Europe continues to be a constant source of complaint among the professors concerned."

Oriental Colleges and Classes.

Sanskrit college, Benares.

(*Vide* General Table III).

The allegation that oriental learning is declining in popularity is not well-founded, at all events so far as these provinces are concerned; for the number of institutions has doubled during the quinquennium and the number of scholars reading in them has risen from 416 to 827. Expenditure is also nearly double of what it was, owing chiefly to the opening of two new unaided colleges. The condition of the Sanskrit college, Benares, is a safe index to the popularity of Sanskrit learning generally; for it is incomparably the most important Sanskrit institution, and in fact stands by itself as the centre and focus of Sanskrit learning in this part of India. It combines in fact the functions of a teaching and examining University: it teaches up to the highest standard, grants to other Sanskrit institutions privileges of affiliation, conducts public examinations, and awards certificates. The numbers on the rolls of the college showed a remarkable increase from 351 to 488 during the first four years of the quinquennium, but fell to 378 last year owing to the prevalence of the plague and the high price of food, a combination of causes which drove away many foreign students. At the end of the period about 145 institutions in these provinces and elsewhere were affiliated to it up to the *Prathama* or *Madhyama* standard and 836 candidates appeared in its various examinations. The number of candidates for the *Acharya* examination has remained practically stationary during the quinquennium, but those for the *Madhyama* and *Prathama* examinations have increased. With the growing prosperity of the college and its widening responsibilities, and in view of the steadily increasing cost of living, it was felt that, though the learned pandits had been content to work for many years for small pay for learning's sake, the time had arrived for revising the scale of salaries of the staff. Their range of pay has accordingly been raised from Rs. 40 rising to Rs. 125, to Rs. 50 rising to Rs. 250. During the year under review a collection of Sanskrit manuscripts worth Rs. 450 was purchased for the library which now contains 5,099 manuscripts. For the encouragement of the study of Sanskrit on western lines and for research the Hon'ble Munshi Madho Lal has recently made a gift of Rs. 45,000 to the Sanskrit college in memory of his brother, Munshi Sadho Lal, to be expended in giving scholarships to graduates of English colleges who have taken Sanskrit as one of the subjects for their degree; and the same gentleman has generously given Rs. 25,000 for the founding of a Sanskrit library in honour of the visit of Their

Royal Highnesses the Prince and Princess of Wales to the college in 1906. Other subscriptions have raised the amount for the library to about a lakh of rupees.

A new Sanskrit institution which is likely to grow in importance is the Sanskrit department at the Central Hindu college, called the Ranavir Sanskrit Pathshala, which is maintained chiefly by grants from the Maharaja of Kashmir. The staff consists of a Principal, assisted by thirteen pandits and there are now 150 students. Forty-five of these are boarders, residing in two hostels, where they get free board and lodging, the expenses being paid by the Maharaja of Kashmir and by Sir Jotindra Mohan Tagore, K.C.S.I., of Calcutta. In connection with it instruction is given in the *Vaidyak* system of medicine, and an *Ayurvedic* dispensary has been started this year. English has been made compulsory and is taught half an hour daily as a second language. Mention may also be made of the Sanskrit Pathshalas at Pilibhit and Ballia, which owe their existence entirely to private munificence and which are flourishing institutions, especially the former. Other institutions.

The study of Arabic has been put on a better footing at the Muhammadan Anglo-Oriental college, Aligarh. By the aid of a Government grant, which provides the whole of the salaries of a European professor and an assistant, the college has been enabled to maintain a staff qualified to teach advanced Arabic, and a large number of scholarships have been founded. The Principal in his report writes: "Arabic teaching of both the college and school has come under review, and has, we hope, been materially improved. Dr. Horovitz has also established a system of post-graduate study in the subject, which will, we trust, prove attractive to large numbers of students. It has already aroused great attention amongst those who wish to pursue the subject seriously." Arabic.

Fazil and Mulla examinations.

These two examinations are conducted by the Department. The Fazil examination is equivalent to the M.A. degree in Arabic of the University, and no candidate is admitted unless he has first passed the Mulla examination. The number of candidates continues to be small. For the former examination there have been only two during the whole quinquennium, one in the first and the other in the last year. Both were successful. In the Mulla examination the number has fluctuated, having fallen from ten in 1902 to three in 1906, and again risen to fourteen in the year under report. Candidates were sent up from nine institutions: seven passed, but only one was placed in the first division.

The majority of students of Arabic and Persian in the United Provinces have hitherto been accustomed to appear in the examinations in Oriental languages conducted by the Punjab University; but the new Universities Act has placed our Oriental scholars outside the jurisdiction of that University. The question has therefore lately been raised whether steps should not be taken to raise the value and the quality of our own examinations.

Colleges for Professional Training.

The arrangements for the teaching of law have been amended, where necessary, on the lines laid down in the report of the Universities Commission of 1902. In the first place the standard of general education required of candidates for the pleadership examination has been raised from the Entrance to the Intermediate The result has been a fall in the number of law students, which, all things considered, is no matter for regret. Before the regulation came into force the number rose from 326 to 480: since then it has fallen to 300. The decrease in quantity, which was foreseen, has been accompanied by a corresponding improvement in quality. In the second place the policy of centralising the study and teaching of law has culminated in the establishment of a University school of law. Arrangements were made to hand over bodily to the University at the beginning of the new session the law classes at present maintained in connection with the Muir college together with the professorial staff attached thereto. But as the University as yet has no buildings of its own in which to accommodate its law school, by Government permission the classes will still be held in the Muir Central college building. The change is in fact merely nominal at present, but in time should effect important developments in the study of law and a much-needed improvement in legal education. Towards this school the Government has given a grant of a lakh of rupees. Law classes.

It is hoped that the law school will, in the manner of Aaron's rod, swallow up all the petty law classes now maintained by various colleges. A centralised law school with a good law library at the seat of the High Court should certainly prove more attractive to genuine students. As a matter of fact these law classes are already on the decline, so that their extinction at no distant date may confidently be expected. The only ones that flourished were those attached to the Muir Central college which last year numbered 161 students. One which during the period was started at St. John's college, Agra was closed after two years; there were no law students last year at the Christ Church college, Cawnpore, the class at Aligarh numbered only nineteen; while the class at Bareilly has so greatly dwindled as to be not worth keeping on.

THOMASON CIVIL ENGINEERING COLLEGE, ROORKEE.

The staff.

During almost the whole of the quinquennium which has been a period of great expansion and development, more especially in the year under report, the college has been under the control of Major E. H. de V. Atkinson, R.E., who succeeded Lieutenant-Colonel J. Clibborn in the Principalship in December 1902. The superior staff has been strengthened by the appointment in 1904 of Dr. P. P. Phillips as instructor in chemistry.

Number of students and classes. (*Vide* General Table III).

The number of students has risen in five years from 336 to 495, an increase of 30 per cent. It is noticeable that the greatest relative increase has taken place among the Muhammadan students, whose number rose from 56 to 91.

The number in the electrical engineers class has diminished, but the draftsman and computor class, which formerly languished, and the mechanical apprentice class, have more than doubled. The lithographic branch of the industrial class has also nearly doubled. It is worth recording that a survey class for native officers of the imperial service troops was held in the cold weather of 1903, and was much appreciated.

Expenditure.

The total income has increased by 57 per cent. and amounted last year to Rs. 1,32,113. The gross educational expenditure has risen to $1\frac{3}{4}$ lakhs, but the average cost of educating a student has fallen from Rs. 412 to Rs. 354. Besides this expenditure and that on productive works, which has greatly expanded, over half a lakh of rupees was spent during 1902—06 on capital works which were necessitated by the normal expansion of the college.

Improvements.

Amongst the improvements to the buildings and plant that have been made may be mentioned the Mansfield oil gas installation which was carried out by the college workshops; a chemical test room for testing materials, and the better equipment of the photo-mechanical and lithographic department. The last-named department, which was recently reorganised, was very busy last year, and did a great deal of work for Government departments. But with all these improvements there still remain some serious omissions to be made good; there is not sufficient power to supply the needs of workshops, press, and water-works simultaneously; and the laboratories are small, unsuitable, and difficult to supervise during examinations.

Widening the scope of the college.

A proposal has been under consideration for some time to make the college serve as a technological institute for the provinces as well as an engineering college, and last year a beginning was made to carry it into effect. But the scheme is a very costly one, and the question has been raised lately whether some more central situation than Roorkee should not be chosen for technological work applied to definite industries.

The mechanical apprentice class, which has more than doubled its numbers in the last five years, has been successful in its own way; but the men it admits have not had sufficient previous general education to make it possible to train them highly and fit them for responsible industrial posts. The foundation for all good technical work is a sound general education, and when this is wanting no amount of training can supply the deficiency. The class cannot therefore meet the growing need in the provinces for men of higher social standing and superior education who might become managers of small industries, or start them themselves. Accordingly a technical class has been formed with a three years' course. The members must be of pure Indian descent, must have passed the Entrance or School Final examination and be nominated by Commissioners of Divisions. No fees are charged, free quarters are given and district boards are permitted to give

stipends to cover personal expenses. The Government has thus been very liberal in its provision for this class, which is at present limited to 30. But the Principal considers the present method of recruiting unsatisfactory and hopes it will only be temporary. "To carry out the objects of this class," he says, "we want to get recruits, who are honestly anxious to do industrial work and not failed B. A.'s." Another class which has been started is an automobile drivers' class. The college car is said to be a very fine machine but too simple to be the most suitable for instructional purpose, and a second car of different make is being asked for.

New buildings and equipment.

The institution of the new classes, the enlargement of old ones and the general widening of the scope of the college has involved a very large expenditure on new buildings and plant, and if all the present aims are carried into effect will reach a very high figure indeed. The allotment of Rs. 1,97,000 for the year has been spent, and it is estimated that the cost of the whole scheme will be upwards of four and a half lakhs. The Principal has been permitted to prepare all the plans and estimates and to carry out the actual building operations entailed in the scheme. The new works consist of increased water supply, extension of workshops and increased power, electric light installation, more residential accommodation, and more laboratories and class rooms. The annual report shows that excellent progress has been made, notwithstanding the difficulty of obtaining bricks. When the new power plant has been installed all disabilities will be removed. The power units have been chosen of as varied a type as possible, so as to be of greater educational value. Unfortunately only one boiler has arrived from England and the non-arrival of the rest will cause regrettable delay. Similarly the working of the electric installation, which is practically complete, will probably be impossible till next year owing to the non-arrival of engines. These improvements in material conditions have been accompanied by the revision of the syllabus and time tables for the engineering classes on improved principles to suit modern developments in engineering.

Health and recreation.

The college has well maintained its high reputation in games, and its volunteer company contains none but extra-efficients. A new gymnasium was built recently and the class in the evening has been well attended. An extra football ground has been provided to meet the wants of more players.

Physical exercises.

The health of the students has been excellent and their conduct on the whole satisfactory. The progress of this institution is one of the most satisfactory features of the educational quinquennium, and the Principal is justified in regarding with pride and satisfaction its growth during his tenure of office. But the widening of its scope, if permitted indefinitely, while increasing its general usefulness to the provinces, must at the same time almost inevitably tell somewhat against it as an engineering college.

The Medical College.

As long ago as 1870 the late Maharaja of Vizianagram offered two lakhs towards the establishment of a medical college, the absence of which in the United Provinces was already felt to be a serious drawback to students of medicine. The then Lieutenant Governor, Sir William Muir, was, however, reluctantly compelled to refuse the offer, as the Government of India was unable to render any assistance towards the maintenance of the college. Nothing more was heard of the matter until the recommendations of the Universities Commission that a medical college should be established for the benefit of students belonging to the United Provinces, the Central Provinces and the Native States in the neighbourhood, again brought it up, and the proposal was canvassed far and wide. Opinion was unanimous as to the need, and the Royal visit in 1905 furnished the occasion for its realisation. To Raja Tassadduk Rasul Khan, C.S.I., of Jahangirabad, belongs the credit of the suggestion that a Medical college should be erected as a memorial of Their Royal Highnesses' visit. The proposal met with instant approval and excited the liveliest enthusiasm amongst all classes. Subscriptions flowed in from high and low, rich and poor, and the Government, appreciating the genuineness of the movement, came forward and spontaneously agreed to bear the cost of maintenance, if the public would pay for the building. Before the year was out the subscriptions amounted to ten lakhs, and have since risen to 15 lakhs. A splendid site in Lucknow, the place of the inception of the movement, was given by Government, and the foundation stone was laid by His Royal Highness the Prince of Wales on December

26th 1905. It was the desire of the subscribers that the college should be the best 'in the east,' and no effort will be spared to make it complete and up to date. The college will be a residential one with a large hospital attached, and there will be a branch college for women. The relations of the college to the University have been under consideration, and as a first step towards meeting the requirements of medical students biology has been included as a subject for the B. Sc. degree. It is proposed to establish, at first, courses for the M. B. and M. D. degrees only.

CHAPTER V.

Secondary Education.

The number of secondary schools for Indian boys has risen from 474 to 517 during the last five years. English high schools have increased by twelve to 94, while English middle schools have decreased by eight to 83: the decrease in the latter is mainly due to the raising of the standard of instruction to the high stage in several. Vernacular middle schools, which now number 340, have increased by 39. Number of schools and scholars. (*Vide* General Table III.)

There are 37 district high schools, including two schools at Amroha and Hathras not at headquarters; but 13 districts still have no State high schools. One high school is maintained by the Rampur State. But a mere increase in the number of schools is no certain indication of the progress of secondary education, for it may in some places point only to over-competiton. The more important question is, are the schools well attended? It is unfortunately not an easy matter to compare the numbers of all pupils attending secondary schools at the beginning and at the end of the quinquennium, for in 1902 the boys in the primary sections of secondary schools were under the orders of the Government of India shown separately. The number of pupils above the primary stage, however, can be compared, and shows a quite satisfactory increase. The number in the secondary stage at anglo-vernacular schools has grown from 12,346 to 17,635 during the five years; while the number of pupils in the middle section of vernacular schools has almost doubled, having increased from 8,803 to 16,303. These last two figures, by the way, furnish a complete and decisive answer to those who argue that with the growth of English education vernacular secondary education must inevitably decline in popularity. The remarkable increase has occurred too in spite of severe visitations of plague this year and two years ago. The total number of boys in anglo-vernacular schools on March 31st, 1907, was 31,838, or ·9 per cent. of the boys of a school-going age. In vernacular middle schools there were 49,076 or 1·3 per cent.

It is not possible to institute a comparison between the expenditure at the beginning and at the end of the quinquennium, because as mentioned above the statistics have been drawn up on different principles. Since the primary departments of secondary schools were in 1902 classed as primary schools, the expenditure on them was included with the expenditure on primary education. The practice now is to include it under expenditure on secondary education. The increase however that has taken place during the year under report may be mentioned. In anglo-vernacular schools the amount has risen by Rs. 70,891 to Rs. 10,17,114. Nearly four lakhs of this expenditure came from fees. The average cost per scholar is Rs. 32-13-2 a year, of which Rs. 12-14-1 is paid by the scholar himself. The expenditure on vernacular education has risen by Rs. 21,624 during the year and now amounts to Rs. 3,42,227, of which Rs. 94,449 came from fees. The average cost per scholar is Rs. 7-5-5, of which the scholar contributes Rs. 2-0-4 in fees. Expenditure. (*Vide* General Table IV.)

The expenditure on scholarships in secondary schools, both English and vernacular has increased by Rs. 4,487 during the year, but is less by Rs. 5,335 than in 1902. At the end of the previous quinquennium it was found that a large amount of money classed as scholarship charges from fees and 'other sources' consisted of unauthorized fee remissions, and practically constituted an evasion of the rules relating to fees in aided schools. The practice was stopped by a Government order reducing grants-in-aid to the extent of such remissions, and as a result the amount returned under scholarships in the following year decreased by Rs. 21,798. Meanwhile the expenditure from provincial funds has more than doubled, and from district funds is half as large again. The rise is due mainly to the increase in the number and value of the scholarships awarded on the results of the High School Scholarship and Vernacular Final examinations. Fifty scholarships are now given from provincial revenues, instead of forty, for each of these examinations; and the value of the former has been raised from Rs. 4 to Rs. 6, that of the latter from Rs. 3 and Rs. 4 to Rs. 4 and Rs. 5. District Boards also Scholarships.

grant scholarships of the value of Rs. 5, Rs. 4 and Rs. 3 to the next most deserving candidates who fail to win Government scholarships. The creation of 16 high school scholarships of Rs. 5 each awarded to girls on the results of the Anglo-Vernacular Middle examination has also contributed slightly to the increase in the total expenditure.

Examinations. Entrance.

The number of male candidates from the United Provinces, which in the last examination was 1,740, shows an increase of considerably more than fifty per cent. over the figures for 1902-03, and exceeds by 390 that of past year. The percentage of successful candidates has fluctuated very remarkably during the last three years. In 1905 it was 58 per cent., in 1906 it fell to 32, and in 1907 it rose to 60. It is hardly probable that the merits of the candidates can have varied so much from year to year; it is more probable that the reason for the fluctuation is to be found in the varying standard of the examination. The matter has not escaped attention, and the sub-committee of the Syndicate appointed to bring out the results of the University examinations this year has recommended that greater power should be given to head examiners with a view to secure more uniformity in marking answer papers; or, as the head of a college puts it, "to control the vagaries of examiners." Aided schools sent up more candidates than State schools, the numbers respectively being 677 and 588, but passed a somewhat smaller percentage: unaided schools did very well, 90 out of their 121 candidates being successful. Private candidates as usual have done poorly, only 27 per cent. passing. That not more than 125 out of 1,740 candidates should have been placed in the first division seems to indicate that the teaching is not remarkably effective.

(b) School Final.

The popularity of the School Final examination has increased considerably. In 1902 the number of candidates was 346, being less than one-third of those taking the Entrance course; in 1907 the number was nearly one-half and amounted to 868. The percentage of successful candidates has always been comparatively high and the number passing in the first division much higher than in the Entrance examination. This year 67 per cent. passed and no fewer than 254 were placed in the first division. It is to be feared that the reason is to be sought in the nature of the examination rather than in the superior quality of the candidates. The highest percentage of passes was obtained by State schools, but aided schools secured a greater proportion in the first division. In both examinations the greatest number of failures occurs in history and geography and in English, *i. e.*, in subjects common to both. The weakness of the candidates in expressing themselves in English would seem to be the chief cause. In view of this the fact that only 19 out of 868 candidates failed in the oral test in English is significant, and goes far to justify the abolition of the test by the University in its new Matriculation examination.

(c) High School Scholarship.

The High School Scholarship examination, which was first held in 1903, is the outcome of the deliberations of the Simla Educational Conference of 1901, as explained in chapter I. No school is obliged to send up candidates, but the competition has been keen and the popularity of the examination has grown steadily. The number of candidates has risen from 398 to 429, an increase of nearly eight per cent. during the quinquennium; but the Native States which four years ago sent up 39 candidates, sent up only 23 this year. Of these however no less than 20 obtained scholarships. In previous years the work of examinees was rather disappointing, especially in English; but this year a higher standard of attainment seems to have been reached. The present system of awarding scholarships is to give 50 Government or provincial scholarships to the first 50 successful candidates, while each District Board gives one local scholarship to a boy of the district who does well in the examination, but fails to gain a Government scholarship. Under the new rules the Board may for recorded reasons give more than one, but no Board has yet done so. The Registrar reports as follows:—

> "The general result of the examination in the United Provinces certainly appears to have improved considerably. Many students besides the first 50 have done very well in the examination, though on account of the limited number of scholarships they have not been able to secure any. In the case of the largest districts many good boys have to be passed over, who, had they appeared in smaller districts, would surely have got local scholarships."

(d) Vernacular Final.

The number of examinees and passes were 6,026 and 3,740, respectively, this year against 5,255 and 3,931, the figures for the last year, and 4,056 and 2,148 in the year 1902. The growing popularity of the examination is evidence that in these

provinces at all events secondary vernacular education is not declining in popularity whatever may be happening in other parts of India. The percentage of passes this year is 62 against 75 of last year and 53 of 1902. The fall in the percentage is attributed to the spread of plague and the consequent closing of many town schools during the best part of the year. Out of 17 girls who went up for this examination only six passed. This disappointing result was due to the weakness of the candidates appearing from the girls Normal school, Lucknow.

The weak points in the work of examinees are reported to be "defective teaching of grammer and lack of method and system in answering questions in arithmetic and mensuration. Candidates do not know how to develop their working in a methodical way or to reason out their answers in a lucid and logical manner. In questions on mensuration, geometrical figures are often poor and inaccurate. In geography map-drawing is a poor performance and boys lack in general information." But notwithstanding these defects the opinion is widely held that the standard of attainment is rising and that the scholars coming from middle vernacular schools are better educated than those reading in the corresponding class of English schools.

English middle schools.

The replacement of the English Middle examination by the High School Scholarship examination has not been an unmixed good so far as these schools are concerned. Middle schools deprived of a definite goal and feeling that they no longer satisfy a distinct want are anxious to convert themselves into high schools; but the majority have not the means with which to carry out their purpose, and the checking of their aspirations leads to discouragement. A still more unfortunate result is that the passing of the eighth class examination is in many of them no very certain indication of a boy's real merits, owing to the low standard accepted. It is not easy and perhaps not desirable to devise any mechanical remedy; but headmasters of high schools, whose business it is to maintain the standard of their own school at a proper level, can exercise a real check by prescribing strict admission tests and refusing to admit the unfit to their high sections. A firm attitude, if universally adopted, would soon react upon middle English schools.

The teaching of the subjects of the curriculum.

English.

By general consent the subject worst taught is English. This is clear not only from reports of Inspectors, but also from the common complaint of college professors that their students frequently cannot follow their lectures; while heads of offices and employers of labour declare that the command of English gained at school is insufficient for practical purposes. It is certainly not creditable that such should be the result of the study of the language for a period which usually extends to eight years; but, considering the disadvantages under which anglo-vernacular education has so long laboured and still labours, it is perhaps permissible to express surprise that the results achieved are not worse. The inherent difficulties of the language are sufficiently great, and the path of the student is not smoothed by the employment of teachers, who have in the majority of cases not only been badly trained themselves in English, but have also received an imperfect general education. Nor are the conditions under which instruction has frequently to be imparted such as make for efficient teaching. It is only fair to bear these facts in mind when passing judgment on English education in this country, where after all the results achieved compare not unfavourably with the results of foreign language teaching in other countries. Nevertheless, there is no doubt that the defects are serious and many of them removeable, and that though much improvement has been made much remains to be done. One of the most serious defects is faulty pronunciation, acquired in the early stages from masters who cannot pronounce words at all correctly themselves. "It is by no means rare," says an Inspector, "to find a boy speaking better English than the class teacher himself." The next defect, which mars not only spoken but written English, is ignorance of idiom. This again is due to the average teacher's superficial acquaintance with both grammar and literature. It is recorded for instance, that "a sharp looking boy" has been interpreted to mean a "boy with sharp sight," or "lively remembrance" to mean "remembered for life." When the teacher is otherwise fairly competent not unfrequently he is severely handicapped by faulty methods. He teaches English as if it were a dead language, lapses into the vernacular on the slightest provocation, and if he attempts a conversational lesson asks the class a

monotonous string of questions to which replies in incomplete sentences or single words are given. It is interesting to note in this connection that the experiment of dispensing with the vernacular is being tried at the Central Hindu collegiate school, where the four lowest classes are taught by two European ladies who make no use of it at all; and that at the Muhammadan Anglo-Oriental collegiate school, Aligarh, an Englishman able to teach by the direct method is to be supplied with a room equipped with necessary pictures and models for the teaching of English. But such experiments, admirable as they are, cannot be tried generally. The only remedy practical at present is to attract better educated men to the profession and to insist on every aspirant passing a test in oral English before being granted a certificate in training.

Mathematics.

Mathematics, though a subject which Indian teachers, who are proverbially patient, might have been expected to teach well, is reported to be poorly taught on the whole. The root of the mischief is want of method with its twin fruits of inaccuracy and slovenliness. Thus one Inspector writes: "Many teachers complacently tolerate slovenly work;" another says they judge solely by the correctness of the answer without any regard to the steps in the process of arriving at it. Other teachers inculcate proper methods, but do not insist on their being adopted by their pupils. "Thus not only untrained, but trained teachers also," writes a third, "will explain the correct method on the black board quite well, and then allow the class to use either an inferior method or none at all; and the teacher never seems to think that he is there not only to instruct but to see that his instructions are carried out." It is to be hoped that the following drawn from another report is not so typical as the Inspector believes: "The teacher explains the rule for working an example of a particular kind and fancies that the most onerous part of his duty is over, at least for a week, during which his principal occupation is to set an example or a number of examples to the class and then to enjoy in his arm-chair what he no doubt regards as a well-earned rest." This fault of not taking the trouble to see what the class is doing explains the 'long and cumbersome methods' complained of in another report, and the absurd way of adding mixed fractions, by changing them to improper fractions which was found in vogue in school after school, both English and vernacular, in that circle.

Geometry is not as a rule well understood. An improvement may be looked for, perhaps, when the 'new geometry,' as it is called, has established itself in place of euclid. It is calculated to baffle those who wish to learn it by heart, as it will be unintelligible unless properly taught in the early stages; and the capacity to solve problems is more important under the reformed system than the capacity to repeat propositions.

Science.

The study of science has been steadily gaining in popularity during the quinquennium; but it is probable that it has received an artificial stimulus from the University regulation which, by combining Arabic with Persian, has made elementary science the 'softest option'. There has resulted a general rush for science and many schools have found it necessary to develop a scientific side in order to retain their pupils. Persian and Sanskrit classes have been seriously depleted; and schools have had to make arrangements as best they could for teaching the more popular subject. The sudden demand for instruction in science has been difficult to meet; and many schools that are attempting to provide it have made most inadequate arrangements. The demand for science has caused for the present a regrettable neglect of the classes; but the pendulum will no doubt begin to swing back again, when the new science course, which is far more stringent than the old, comes into force. Of all teachers, those of science are usually best fitted by education to perform their task. They are nearly always graduates and are therefore quite competent to impart the modicum of knowledge and perform satisfactorily the simple experiments required. It cannot, however, be said that the task set them is very difficult, or that the conditions under which they teach give them much scope for imparting a sound, if rudimentary, knowledge of their subject. The present state of things is summed up fairly by the Inspector of the third circle, who writes: "Perhaps the only subject in which defective teaching is attributable to causes other than the poor qualifications of the teacher is physical science. For, as a rule, the teachers in charge of this subject are quite competent to handle it properly; but most of the schools are too poor to provide the necessary apparatus and chemicals, without which it is impossible to expect any satisfactory results in the

teaching of science. And the subject is generally taught in one of the ordinary sized class rooms in which two or three almirahs containing odds and ends of apparatus and a few bottles of chemicals are squeezed. There is not a single school which can boast of a properly equipped laboratory, and it is obvious that practical work, even of the most elementary kind, is an impossibility under these conditions. It may well be questioned if schools which cannot provide for a decent laboratory should be allowed the privilege of teaching science." It will, in short, require a revolution of method and a complete re-equipment before science teaching is put upon a proper footing.

Classical languages.

Classical languages, as mentioned above, have recently lost ground, more especially Persian, the long continued popularity of which, it may be suspected, was largely due to the impression that it was easier than either Sanskrit or Arabic. The methods of the pandit and the maulvi have always been and still remain old-fashioned; and though among them there are several men of deep, if somewhat antiquated, learning, they do not seem to be able to inspire their pupils with their own love for the classics. I am afraid the remark in one inspection report that the study of classical languages in schools has always been superficial and perfunctory is only too true. Maulvis and pandits have usually little idea of how to maintain discipline and their old-world methods of instruction are not suited to a more rapid age. The conviction is becoming general that if classical learning is to be saved from complete decay in English schools and colleges there must be root and branch reform in the courses and the methods of study. But there are hopeful signs of reform from within. Some classical teachers are showing themselves anxious to improve their methods, and a few possess a knowledge of English, the necessity of which is now beginning to be recognised as a most desirable if not an absolutely essential qualification for a classical teacher in an anglo-vernacular school. The next step in advance will be to provide a training in method for pandits and maulvis; but so long as there are managers of schools who are satisfied to offer teachers of the classics salaries scarcely higher than those ordinarily given to chaprasis or muharrirs, general improvement is not to be looked for.

Geography.

There can be no doubt that the teaching of geography, though still far from satisfactory, has markedly improved in recent years. But the old unsatisfactory methods flourish still in not a few schools and show every indication of dying hard. Nevertheless the various efforts which have been made of late years to render the study of the subject at once more intelligent and more real and interesting have not been unfruitful. There is generally a much better provision of appliances than there used to be, and map-drawing, which, according to one Inspector, was almost unknown a few years ago, is taught in every school, while concrete illustrations of geographical definitions and excellent model representations of countries are to be met with in the grounds of many schools. The abolition of a special text-book in the junior classes, which, in the past, has been a snare to both teacher and taught, would, it was hoped, remove one cause of wooden teaching and parrot-like preparation; for in the training college and normal schools particular care is now being paid to the teaching of geography. The new methods are indeed finding their way into most district schools, in which trained teachers are employed, but in aided schools where trained teachers are scarce mere monotonous and mechanical map pointing has taken the place of learning names by rote: so hard is it in present circumstances to secure any real improvement.

History.

History is next to English perhaps the worst taught subject in Indian schools, and one in which least progress is discernible. It is always a difficult subject to teach well, even when the master has a thorough grasp of his subject; and in a country like India, where the historical sense is almost wholly wanting, it is exceedingly difficult to find a teacher with any genuine interests in it. Its inherent difficulties are increased in anglo-vernacular schools by the fact that it is studied in a foreign language. So much energy has to be spent in mastering the meaning of the text, that little is left for grasping the significance and connection of facts and events. One Inspector complains roundly: "History is very badly taught. The masters do not take pains to master the subject matter of the text-books. Very few of them use the map for the purpose of indicating places referred to in the lesson, and I have not yet come across a single teacher who has shown any great skill in working out a black-board summary of the lesson as it progresses."

Another makes the same complaint about the divorce between geography and history, and thus describes the methods in vogue in his circle: "The text-book in history is read and translated in the class and the teacher asks questions the next day out of this text work. The natural sequence of events and the collateral interest that clusters round them are seldom brought out. Although here and there, when a trained teacher is available, proper notes of history lessons are prepared and an attempt is made to render the subject interesting, still the teaching is in the majority of cases pure cramwork; as is evidenced by the fact that the teacher is so wholly dependent on the text-book as never to be able to dispense with its help in the class.' Another remarks that it neither interests nor is known by teachers, who have therefore no readiness in questioning or unintelligently repeat the text-book. "Ignorance," he says, "is profound and the accidental is constantly mistaken for the essential."

Drawing.

Drawing is an art for which Indian boys often show special aptitude, and when properly taught under suitable conditions really excellent results are obtained. It is only lately, however, that it has come to be understood that proper arrangements must be made for it. It is a special subject, requiring specially trained teachers and special appliances, and unless these are provided it is hardly worth attempting to teach it. In too many schools the value of the subject is not fully recognised and the teaching is often merely perfunctory, especially in junior classes. Sometimes drawing is taught by a man who knows little of the subject and is of course wretchedly paid, sometime by a class teacher who has no qualifications whatever. The result is thus summed up by an Inspector: "Inaccuracy, untidiness and carelessness are far too common, and many masters instead of watching their pupils and correcting them while at their work, evidently content themselves with merely initialling their copies. Thus faults become engrained." In a few schools, however, both State and aided, where competent and energetic masters are employed excellent work is done. Drawing has recently been introduced into the course for normal schools, and as it is now intended to employ teachers trained at normal schools in the primary classes of English schools, an improvement in the teaching of drawing in junior classes may be looked for.

Object lessons.

Object lessons are taught in the preparatory and primary stages with a view to stimulate the curiosity and powers of observation of the child. No regular course is prescribed for all schools, but each headmaster selects annually a number of subjects, which he considers suitable for the various classes. Such teaching is, comparatively speaking, a novelty in this part of India, and involves a considerable departure from the traditional worship of the text-book. One or two Inspectors speak well of the teaching, but my own observation does not lead me to endorse their view. Much cannot of course be expected at first. In the hands of an untrained teacher an object lesson is apt to degenerate into a farce, and even trained teachers often enough content themselves with a copiously illustrated lesson on the obvious. The training college and the normal schools will in time no doubt turn out men who will understand and appreciate what is meant by object-lesson teaching. But so far the results are as far as my experience goes distinctly disappointing; there is too much method and too little matter of the right kind. A determined effort will be made to improve object-lesson teaching; for it can be made of the highest value, and is the only means we have at present by which a distinction can be made in the matter of instruction between town and village schools.

Special classes for vernacular students.

Special classes for vernacular students form one of the most interesting and most hopeful of recent educational developments, illustrating, as they do, the value of thorough grounding in the early and of 'concentration' in the later stages of instruction. No school is allowed to open them unless it can make satisfactory arrangements for special instruction in English for three hours daily, the remaining hours being spent in the revision of other subjects. At the end of two years a boy is as a rule quite fit for promotion to the eighth class. Though his pronunciation of English, because acquired late, is often imperfect, he as a rule makes rapid progress in the language; while his more thorough grounding in other subjects in his mother tongue gives him a distinct advantage in class. It is true that sometimes early cram and over-work arrest development; but the scholars of these classes, representing as they do the cream of vernacular secondary schools, are as a rule singularly successful. The Chairman of Jaunpur writes: "If only the

instruction in the vernacular schools were better, I believe that it would not matter if the special class became the only path by which boys could enter on English education." And there are some who think that it is from these classes that the most diligent, best educated, and best mannered students are drawn.

Buildings.

English schools.

Five years ago English schools were described as being generally housed in good buildings. They were, however, frequently so overcrowded that admissions had to be limited. A great deal of building activity has taken place in the case of both State and aided schools since that time, and new buildings, additions and alterations are mentioned in connection with some twenty schools in successive annual reports. Nevertheless in spite of all that has been done to make up for previous deficiencies and growing needs, the increase of accommodation has not kept pace with the demand, and has been constantly retarded by the lack of funds at the disposal of the district boards. Of this fact the inspection reports afford ample illustrations. Extensions are said to be required in most district high schools. A few typical cases will suffice to show how urgent the need in some places now is. At Banda the class room accommodation has long been declared inadequate and efforts are being made to get several rooms added to the building. Four classes and sometimes even five are seated in the verandah. The case at Fatehpur is, if possible, rather worse. In the third circle, which is declared to contain "not a single school building which can be regarded as suitable in every way for a high school," the Shahjahanpur district school is still the worst. The Inspector of the circle writes:—

> "It is true that a couple of rooms have been built lately in the compound to accommodate the science and drawing classes, but the full complement of eight classes, some of which are sub-divided into sections, is still held in a single hall. It is scarcely necessary to point out that the work of teaching carried on under these conditions cannot be really efficient, and the poor teachers who have to shout at the top of their voices all the time in order to make themselves heard deserve every sympathy. Converting an old barrack into a school house in which English education of the highest school standard in a large and important district must be imparted is evidently a make-shift that should not have been tolerated for more than a few months. And yet the high school has been located in this building, as far as I am aware, ever since its inception, and no practical steps have yet been taken to provide this important school with a building in which the work of teaching can be carried on without a tremendous waste of power on the part of the teachers."

The state of this school has been so long denounced in annual reports without effect that it affords peculiar satisfaction to learn from the educational chapter of the report of the district board that the matter is at last "under consideration."* Another flagrant instance is the Queen's Anglo-Sanskrit high school, Lucknow, where the total area including verandahs is only 4,893 square feet for 617 boys, *i.e.*, less than half the minimum prescribed area for that number. The Inspector appropriately remarks: "It can scarcely be maintained that the committee of management are rendering a good account of their stewardship of the school children when they compel boys to pack themselves for hours together in crowded and stuffy rooms much to the detriment of their health and vigour. Indeed, I found it difficult to sit for more than a few minutes in some of the class rooms for want of fresh air." The case appears to be a flagrant violation of the orders in the Code regarding the minimum space to be allowed to each scholar, and the Inspector should have brought it forcibly to the notice of the district board which now gives the school a grant. The matter is receiving my attention. The same Inspector points out that even, where extensions have been made to schools, further additions are now necessary, because "most of these school houses were built at a time when English education was in its incipient stage and the accommodation provided cannot even with occasional additions keep pace with the growing demand for secondary education in English." But it is not merely the growing popularity of English education and the natural expansion in the number of scholars, which has intensified the need for more and better buildings: the establishment of special classes for students coming from vernacular schools and the introduction of new subjects into the curriculum, *e. g.*, drawing and science, have made the construction of more class rooms an urgent necessity. For the efficient teaching of these subjects not only are separate class rooms indispensable, but they should be specially constructed

* On going to press, information has been received that the board has decided that nothing can be done.

for the purpose. It is rare, however, to find a science class room at once suitable in size and properly equipped. In the third circle scarcely a single school is reported to have properly built and equipped class rooms for this subject. The Inspector of the circle writes: "At Fyzabad district school which is the most important State school in this circle, an ordinary class room of very moderate dimensions with a cabinet for storing away bottles and flasks is all that is provided in the way of accommodation for science teaching. It is hardly necessary to mention that any practical work in a room in which it is impossible to move about with any ease is out of the question." In last year's report it was mentioned that the district school, Ballia, was in imminent danger of being washed away by the Ganges. It still stands, but it can hardly survive another rainy season. The board has, however, realised the position and a fine new building for the school in a safe and spacious site is at last in course of erection.

Aided schools are worse off in respect of buildings than State schools, being more hampered than district boards for want of funds. In their case overcrowding is almost the rule; for, depending as they do so largely on the fee income, they are loth to turn back scholars on the ground of want of accommodation. It has not been possible for this reason to enforce strictly the limitations prescribed by the Code; but if the provincial finances enable grants for buildings to be given on a more liberal scale, steps will have to be taken in the interests of the health of teachers and scholars to see that the rules are more closely complied with. The managers of aided schools are, generally speaking, quite alive to the need of improving and increasing class room accommodation and they have done what they can in these directions with the resources at their disposal; but dingy ill-ventilated and overcrowded class rooms are still far too common. In district schools the removal of the preparatory and lower primary classes to separate buildings has done much to relieve overcrowding, but a great many aided schools have been unable to carry out this useful reform for lack of funds.

Two instances of private liberality in the erection of school buildings deserve special mention: the Maharaja of Balrampur has built a fine new block of class rooms for the Lyall Collegiate school; and a handsome school and boarding house at Khurja have been built at a cost of a lakh and a half of rupees by Rai Bahadur Lala Nathi Mal, and his cousins Rai Bahadur Amolak Ram and Lala Ram Sahai Mal.

Vernacular schools.

The quinquennium has witnessed a marked improvement in the condition of vernacular school buildings; a great many new schools have been built, and additions have been made to others. In the first and second circles nearly all the schools are now housed in Government buildings. Further the removal of lower primary and preparatory classes from the main school, which is being carried out by degrees in all districts, has mitigated to some extent the evil of overcrowding. But the state of things is far from satisfactory, and the reports both of Inspectors and of district boards bristle with evidence that one of the most urgent needs of secondary vernacular education is the provision of better school buildings. The vast majority of those already existing are either badly built or unsuitable or too small. The Inspector of the first circle writes: "Of the 23 town schools inspected by me during the year only five were large enough for their purpose. The rest were overcrowded, and verandahs were commonly used as class rooms, and two, three and four classes were sometimes taught in the same class room. Hapur school has two rooms and verandahs for eight classes. Budaun school occupies three separate buildings. Practically the whole of Pilibhit school is located in one large upper storey above a noisy bazar." The Inspector of the second circle mentions more than eight schools where additions are urgently required, and adds: "The attention of district boards was invited to these urgent needs but the matter was dropped for want of funds." In the Cawnpore division seven schools are described as too small or unsuitable and the state of the town school in Cawnpore itself is worse, if possible, than it has been for the last ten years. The noise, the fetid air and the confusion make a visit to it a very painful experience; how any work at all can be done in it during the hot weather is a mystery. The board cannot plead that it is unaware of the state of things there; for the scandalous overcrowding has been repeatedly and forcibly brought to its notice by the officers of the department—so far without avail. The Inspector of the fifth circle writes: "In no respect has progress been so slow as in the matter of building during the past quinquennium."

The following extracts from District Board reports supply equally emphatic and convincing testimony :—

The Chairman of Jaunpur writes: "Throughout the district the accommodation at the middle schools, both of school buildings and boarding houses, is totally inadequate, but an extensive building programme is essential if the middle schools are to respond to the public demand."

The Chairman of Garhwal writes: "The Pokhri and Matiyali-Chaur schools were still working in *chhappars* during the year, though the former moved into their new buildings in the autumn. At the latter schools, when in *chhappars* at Pali, about 40 per cent. of the boys used to be down with fever during the rains, which also was not conducive to good results."

The Chairman of Moradabad writes: "The question of extending accommodation is an urgent one and will receive constant attention as funds become available. Many of the school buildings, moreover, are very unsatisfactory when judged by modern standards, but the District Board cannot without liberal help from Government effect any substantial improvement. It appears to me that separate class rooms must be provided for each teacher, but in many schools this standard is far from being attained."

These extracts illustrate not only the need but also another point of equal importance, *viz.*, that the boards, though generally recognising their obligations, in their present financial position cannot adequately supply existing wants.

Boarding houses.

English schools.

Boarding houses are intended to serve two purposes: they should provide decent lodgings at a moderate charge for students coming from a distance, and thus save them from the temptations to which they would be exposed if living in private lodgings; and they should be useful, if indirect, adjuncts to moral training, inasmuch as their inmates are subjected to discipline, are under the immediate eye of the superintendent, and have opportunities of living a corporate life. It is satisfactory therefore to find a growing recognition of their usefulness; indeed, they have come to be regarded as indispensable appendages to a district high school. Parents and guardians no longer regard it as a matter of indifference whether their boys live in lodgings in the town or with their school fellows under the discipline of a boarding house, but show an increasing desire, where they cannot keep them at home, to place them in the entire charge of the school authorities. Though not a few boarding houses are defective, insanitary, and old-fashioned, there has been none the less marked progress during the last five years in providing more and better accommodation. The advance however has been and is constantly retarded by lack of funds. But the real gain is perhaps not so much the actual extensions and constructions that have taken place, as the recognition of the principle that a boarding house is an integral part of a good secondary school, and that no school is really complete without one. This renders the prospect of providing suitable and sufficient hostel accommodation, in respect of which so much still remains to be done, more hopeful for the future.

The requirements of a boarding house do not seem to have been well understood in the past and there appear to have been no general principles observed in designing plans for them. In the first circle, for instance, most of the boarding houses cannot be effectively closed at night and are in fact mere lodging-houses. The Inspector of the third circle knows of none in which the accommodation is both adequate and suitable, and states that in some cases the boarding house is so constructed that it is not possible to enforce discipline. There are often no means of preventing scholars from going in and out as they please but the vigilance of the superintendent, which of course cannot be exercised day and night unflaggingly. The boarding house of the Shahjahanpur district school still retains its unenviable notoriety. In reference to it the Inspector writes: "A school that has 194 boys on its roll is provided with what must be called an apology for a boarding house, consisting of about half a dozen small cubicles which can conveniently accommodate only a dozen boys. The natural result is that numerous applications for admission into the boarding house have to be rejected every year and boys who do not actually reside with their parents and guardians find themselves staying in small unhealthy houses situated in insanitary quarters amidst surroundings of a questionable character." It is satisfactory to learn that in the fourth circle the high schools as a whole are fairly well provided with boarding houses, but the Banda school is an exception. There the roof consists of bare tiles which do not suffice to keep out the heat or the rain, and the compound is not enclosed so that there is no guarantee that boys do not wander about the town at night.

The boarding house at the district high school, Aligarh, may be quoted as an example of what may be done by capacity for organisation and enthusiasm backed by private generosity. It is in fact a signal proof, if any were needed, that Indian parents value the boarding house system if only they can be sure of efficient management. There are no less than 285 scholars residing there and the large number involves no loss of efficiency in management. The system devised for handling so many is to erect separate blocks and to put each block under a different superintendent; for each dormitory there is a separate monitor. During the quinquennium a new Muhammadan boarding house and a Vaishya boarding house were built in connection with the school, entirely out of private subscriptions, and this year two local gentlemen have offered a sum of money towards a Rajput boarding house. In the same district a new boarding house is being built for the Hathras school by Seth Keshab Deo.

In the provision of boarding houses private liberality may and often does render very useful assistance. At Khurja Rai Bahadur Lala Nathi Mal, whose liberality has already been mentioned, has been giving money for a hostel for the school; and at the district anglo-vernacular school, Dehra Dun, a fine boarding house has been built entirely by private subscription.

Aided schools are a long way behind State schools in the provision of boarding houses, but as they partake more largely of the nature of day schools and do not as a rule draw their scholars from long distances they may not perhaps in most cases require them. But a few of the larger schools have lately found it necessary to provide accommodation for boarders and have done what they could with the limited funds at their disposal.

Vernacular schools.

The unsatisfactory condition and inadequate number of boarding houses for vernacular schools is notorious and has been pointed out over and over again in successive annual reports; but it must be acknowledged that during the quinquennial period a great deal has been done to improve the state of affairs. More boarding houses have been provided, bad buildings have been replaced by good ones and extensions have been made in many places. But the supply has nothing like overtaken the demand and the dearth is a subject of universal complaint. The District Boards, who are directly responsible for these schools, are alive to the need for more and better accommodation, and especially since the issue of Government orders for the extension and improvement of secondary vernacular education have taken up the matter in earnest. They are all eager to carry out these orders, but in most cases their intentions are frustrated by lack of funds. At the most many of them can only promise a programme, the completion of which must take several years to carry out, and which their present financial straits give them no money even to commence. Meanwhile the need increases. In five years the enrolment in the middle section, as already noticed, has more than doubled, but the boarding house accommodation has by no means grown proportionately. In spite therefore of all that has been done the want remains as urgent as ever.

In the first circle only 59 schools out of 78 have boarding houses at all and of these only 37 are in Government buildings. The Inspector describes some of those inspected by him as utterly wretched and miserable, overcrowded, ill-lighted, ill-ventilated, unsanitary and difficult to supervise. State buildings, where they exist, are good, but frequently too small. The Inspector of the second circle writes: "There are in this circle 25 middle schools which have no hostels of any kind attached to them for the residence of the many students who wish to continue their vernacular studies after passing the primary test. In the Farrukhabad district there are 10 middle schools, but none of them has any hostel attached excepting the headquarter town school, which is held in a rented building, a portion of which is occupied by 18 boarders. In the Agra district only two town schools have hostels, but in the others the boys live in the school rooms and out houses. At Etah there is no boarding house for the town school and the school rooms are turned into bed-rooms by night." The last case is no isolated instance and shows that Mr. Lewis's remarks in the last quinquennial report still hold good: "It is hardly worth while to teach a sanitary primer, if all the rules enjoined therein for the construction of dwelling houses are violated on the school premises." A similar state of things exists in the third circle, "where", the Inspector writes:—"It is a deplorable fact that a very large number of town schools have no boarding house attached to them. In the whole of the Hardoi district,

for instance, there is only one school, that at Shahabad, that has a boarding house. And even in cases where boarding houses do exist they are generally located in poky, tumble-down buildings with dark dingy rooms hired for the purpose by the district board. . . . . It is to be regretted that much greater facility is not afforded. The eagerness for secondary education is evidenced by the fact that boys sometimes walk six miles from their home and back in order to attend a town school." He notes, however, that an appreciable improvement has been made of late years, especially in the Fyzabad and Bara Banki districts.

The matter has wider aspects than the mere material question of providing decent lodgings for students, or even the scandal of violating elementary sanitary rules with its attendant moral dangers. The want of boarding houses is a serious hindrance to the development of secondary vernacular education. As the Inspector of the second circle remarks: "I am convinced that nothing else has more defeated the intentions of Government to encourage rural boys to continue a further course of instruction in their own vernaculars after passing the upper primary standard than this want of hostel accommodation in town schools. It is no use encouraging village boys to come in large numbers to such schools by offering them three out of every four upper primary scholarships when we cannot lodge them when they do come."

CHAPTER VI.

Primary Education.

Schools and scholars.

The classification in 1902 of the primary departments of secondary schools as separate primary schools makes it impossible to estimate with complete accuracy the progress that has been made during the quinquennium. A comparison of the figures for this year, which are calculated on the returns for primary schools only, with the artificially inflated figures of 1902, makes the progress seem less than it really is; but, even so, it reveals an increase of over two thousand schools and nearly a lakh of scholars. The total number of schools for boys on March 31st 1907, is 9,545, an increase of 389 on the previous year, and the total number of scholars is 4,18,480, an increase of 27,078 during the same period. That the growth has been less rapid than that recorded in 1906, when the increases were 937 schools and 55,850 scholars, is doubtless due to the prevalence of plague. During the last quarter of the session its ravages were particularly severe. The average enrolment during the year affords a better indication of progress. This has grown from 3,61,188 to 3,89,102. The policy of relying upon aided schools rather than upon State schools for the expansion of primary education is responsible for a small decrease in State schools. Aided schools have in the same period increased by 364 and unaided schools by a third.

(*Vide* General Table III.)

The numbers in the upper and lower primary stages.

Excluding anglo-vernacular primary schools, which are merely branch schools of high schools, and schools for Europeans, there were on March 31st last 4,16,998 scholars in vernacular primary schools. Of these only 62,325 or less than one-sixth of the whole number were in the upper primary stage. But though the proportion is small, it is a great advance on the state of things existing five years ago, when out of 3,09,627 boys only 37,599 or less than one-eighth were in the upper primary stage. The great bulk of the upper primary scholars are in State schools, being thus divided : 55,640 in State, 6,316 in aided, and only 369 in unaided. Further, it may be noted that though aided upper primary schools are about one-sixth of the total number, they only contain one-ninth of the scholars. If therefore the minimum of really useful education is represented by the upper primary standard, aided schools are not yet of much real value. They are certainly less popular than State schools; for the latter have an average of 52 scholars, as compared with an average of 32 in the former.

Percentage of boys under education.

The percentage of boys in primary schools to the male population of school-going age has increased from 8·7 in 1902 to 11·1 in 1907. The most advanced districts in respect of percentage are Almora, Benares and Dehra Dun; the most backward are Mainpuri, Kheri and Sultanpur. The districts which appear to be making the most rapid advance are Benares, Lucknow and Jaunpur; but the Inspector of the sixth circle remarks of the Kumaun division: "No artificial stimulus such as the abolition of fees is needed in this circle to ensure the spread of elementary education. Were there but schools enough, I am of opinion that practically every boy of school-going age would be found at school."

(*Vide* General Table IV.)

Expenditure.

The total direct expenditure amounted to Rs. 13,31,445, of which Rs. 10,44,496 were spent on State schools, and Rs. 2,70,005 on aided schools. Towards this total fees contributed nearly a lakh. The average cost per scholar in State schools was Rs. 3-15-0, towards which the scholar paid five annas in fees The cost in aided schools was Rs. 2-3-0 towards which the scholar paid two annas. The cost of maintaining an aided school, if the figures are reliable, is about half that of a State school. Fees vary in amount from district to district; but they are everywhere so low as to present no obstacle to the spread of education. If any fee is charged at all in the preparatory stage, it is generally no more than three pies; and the highest amount charged in the fourth class is three annas. The total expenditure during the quinquennium on primary education for boys in primary and secondary schools has increased from Rs. 11,92,000 to Rs. 18,40,000.

Examinations.

The practice of gathering several schools at centres for examination by the district inspecting staff, which was adopted as a means of supplementing inspections and for giving promotions from class to class, has been abandoned; but an upper primary examination conducted by inspectors is still held *in situ*. The justification for the exception made in the case of the upper primary examination is that it is in reality a school final examination for the majority of scholars and a certificate of having passed it is of value for certain purposes. The annual promotion

examinations for all other classes are now held by the teachers themselves, but the results are checked by an officer of the district inspecting staff at his next visit to the school. It was feared by some, when the change of system was first introduced, that vernacular teachers could not safely be trusted with the power to decide upon a boy's fitness for promotion, but the result seems to have shown that on the whole they are equal to the responsibility. An Inspector writes: "It is gratifying to report that on the whole these powers have been exercised in a fairly judicious manner."

Scholarships.

Scholarships used to be given on the results of the upper primary examinations in each district. It was noticed, however, that they were generally carried off by boys reading in town schools; and thus the purpose of the scholarships, which were primarily intended to help clever village boys to bear the expense of continuing their education at town schools, was to a great extent defeated A special upper primary scholarship test is now held, and rules have recently been laid down reserving three-fourths of the scholarships for village boys, if a sufficient number come up to the required standard. This year the number of candidates for the upper primary examination was 19,547, of whom 14,941 passed. These figures reveal a satisfactory increase on the corresponding figures for 1902, which were 15,684 and 11,126, including the results for anglo-vernacular schools as well.

Aided schools.

The policy of aiding private enterprise rather than starting large numbers of board schools has been vigorously pursued during the quinquennium. In many districts it was not deliberately adopted from the first, but boards for want of funds have drifted into it as the cheapest way of multiplying facilities for education. No educational officer, with the experience gained since the system was introduced, would now hold that in point of efficiency aided schools can compare with board schools or that they are more popular with the people. Only the Lucknow board has the hardihood to assert that the masses prefer aided schools; though other boards also are steadily converting board schools into aided schools, notably Budaun. In the sixth circle 52 aided schools, an increase of 72 per cent., have been added during the quinquennium and the Inspector writes: "Had more funds been available much more could have been done and results still more striking shown. One is met everywhere by requests for more schools and in almost every case one has to refuse. At least 91 new schools are urgently needed, but there are no funds to maintain them. Forty-six unaided schools, of which there were none at the beginning of the quinquennium, are begging to be aided, but again no funds."

It has been already mentioned that the vast majority of aided schools are only lower primary schools, and therein lies their defect as an educating agency; for though education in the lower primary grade is better than nothing at all it is a very meagre equipment for life, and what has been learnt is probably soon forgotten. It is possible to sacrifice, as in the past, numbers to efficiency; but in the aided school system there has been a tendency to go to the opposite extreme, and the rapid rise in numbers to which some Chairmen point with such pride may represent little more than a paper result. Speaking of aided schools one Inspector says: "They cannot be regarded as a success from the point of view of educational efficiency, which is marred not only by the unsuitable character of the building in which the school is held—very often it is only one badly lighted and ill-ventilated room in which all the classes are crowded in—but the poverty of school appliances like blackboards and maps makes the work of successful teaching very difficult." He adds that owing to the lower rate of pay they are nearly always staffed with inferior teachers, who are mostly uncertificated or have only passed the upper primary examination. One Assistant Inspector writes of them as follows: "The manager is generally incompetent or unwilling, the schoolmaster is almost always an incapable man, the school building is generally of a most disgraceful kind, and the attendance therein is mostly nominal." Many passages could be culled from district board reports in illustration of the general inferiority and inadequacy of aided schools. But, however unsatisfactory, they serve, temporarily at least, some purpose. The Chairman of one district board states the case with perfect candour, when he remarks: "These schools to my mind serve two purposes: (1) They enable the board to get round the order requiring all teachers to be paid a minimum of Rs. 8 per mensem. I do not say whether or no this is desirable, I merely note the fact, and (2) they

are useful as a cheap way of putting a trial school in any village which asks for a school, to test whether one is really needed." The pity is that boards must resort to such shifts.

The genesis of aided schools.

It would be a mistake to suppose that the manager of an aided school is usually a public spirited individual anxious at personal sacrifice to promote education in his neighbourhood. He is, as a rule, so far as the school which he is credited with founding is concerned, a *nominis umbra* used by the teacher to secure a grant from the board for his private venture. There are exceptions of course, men of means and influence who supply accommodation and in part support the teacher; but they are comparatively rare. The commonest type of aided school is the one started by the teacher himself without any local support, in the hope of receiving a grant. The teacher's stock-in-trade is the least required for such a purpose; some obliging well-to-do villager gives his school shelter in a verandah, or the village *chaupal* is put at his service; and he subsists upon the grant and by collecting such fees as he can, whether in cash or in kind, from his pupils.

Buildings.

The problem of supplying suitable accommodation for primary schools has engaged much attention during the quinquennium. The rapid increase in the number of scholars has brought the matter into prominence, and it is recognised that the insufficiency of accommodation is one of the greatest obstacles to the spread of primary education. It is now as urgent as the problem of finding competent teachers. And though the special grants from the Government of India and private liberality, of which there have been many pleasing instances, have enabled much building to be done, it would seem that the problem of getting teachers will prove before long the easier of the two. A large proportion even of district board schools are not yet housed in buildings of their own, and many of those that are so provided are wretchedly accommodated. In the Meerut division only 271 State schools out of 513 occupy their own buildings; 197 use borrowed, and 45 use rented buildings. These figures, the Inspector says, reveal very little improvemant on those for five years ago. The Inspector of the sixth circle reports that many of the school buildings are in a deplorable condition, but the funds available suffice to meet the needs of only a small proportion of them.

The district board reports, while supplying evidence that much is being done, are full of complaints that the boards are quite unable to cope with demands for more and better buildings with the limited funds at their disposal. In Ballia 43 schools out of 69 are held in buildings lent free of rent by zamindars; in Kheri 31 schools are so provided. In Hardoi out of 151 schools only 36 occupy buildings owned by the board: the rest are in buildings lent, not always very willingly, and repaired under pressure by the zamindars. The Chairman says:—"To provide school houses for these 115 schools at a very moderate estimate of Rs. 500 each (for mud buildings) would cost Rs. 57,500. Taking their life at 20 years the annual charge for renewals would be Rs. 2,875 and repair at 5 per cent. per annum another Rs. 2,875. The annual charge would be Rs. 5,750. What head of expenditure can the board cut down to meet this charge?" The following remarks of the Chairman, Budaun, illustrate both the attention that the matter receives and the impossibility of dealing with it satisfactorily under present conditions:—

"In the present state of its finances, however, it is quite impossible for the board to undertake the responsibility of housing all the village schools. In the near future it can only hope, I think, to provide fairly permanent buildings for the more important upper primary institutions. The rest of the schools it must arrange to house as local circumstances permit. A recent survey of the school buildings shows that the board has at present in its possession some 60 mud buildings and it is the upkeep of these buildings which presents the greatest difficulty. This, I think, is largely due to the provision not being made to keep the local schoolmaster or some village functionary in funds, which he can at once spend on urgent repairs. I am endeavouring to remedy this, and do not see why the village school building should be more difficult to keep in repair than the ordinary village *chaupal* or hut. In the case of two schools, a building in the village is rented, and in 44 cases the school meets in the village *chaupal* or a lent building."

The difficulty of keeping a school in repair, to which the Chairman refers, seems to be very common. In the Cawnpore division, for instance, the complaint in every district is that the repairs are not properly carried out by contractors. This is a matter which might well employ the attention of non-official members of boards and of school committees. A third aspect of the problem is the importance of getting the right type of school house. Model plans have been drawn up in Basti, where it is estimated that the cost of a lower primary school is Rs. 396

and an upper primary school Rs. 482; but a good deal depends upon the local price of material and labour, and in Basti both would seem to be unusually cheap. Corrugated iron roofs, such as are used in Dehra Dun and Fatehpur, are economical from the point of view of repairs, but suffer from the great defect of being terribly hot in the summer and noisy in the rains. The Commissioner of Lucknow has put his finger on a weak spot in the planning of buildings for village schools in the following quotation from his interesting remarks on the subject :—

"Some of the reports refer to school buildings as a strain on the district resources and as limiting the number of scholars. This is to some extent inevitable; but I think the ordinary primary school building is quite unsuited to its object. This is because masters use them as dwelling houses and get them built for that purpose. That is, they have thick mud walls, few and small windows and a high enclosure wall. Such buildings are in the first place unnecessarily expensive. They are secondly unhealthy. The ventilation is wholly inadequate and the atmosphere on a hot day is hardly bearable, especially for boys used to living almost entirely in the open air. Except for stuffiness they are very cold in winter. The lighting is so defective as to harm the boys' eyesight. On a cloudy day or with sun low in winter it is pitiful to see the boys straining their eyes at their work. Finally such buildings are not easily enlarged and hence numbers attending are constantly restricted. I think it is urgently necessary to have a standard design for a primary school house and that the main idea should be a large, light roomy shed, such as we use for famine kitchens in some parts."

In view of the large amount of building which must take place in the future, his final suggestion is very much to the point and the matter will be taken up without delay. Meanwhile, the great want is accommodation of some kind and it is to be hoped that the examples of private liberality set in Basti will be followed elsewhere. There nine buildings were provided by zamindars entirely at their own cost, while thirteen more were constructed with the aid of only Rs. 25 or Rs. 30 from the board. Similarly a zamindar of Mal in the Lucknow district, spent Rs. 500 on an upper primary school building. The Court of Wards and the Raja of Itaunja have also helped in the construction of school buildings.

Attendance in primary schools.

The enquiries initiated by the Government of India regarding the feasibility of abolishing fees in primary schools have directed much attention to the causes which hinder the spread of education. The results of investigation show that the chief causes are the indifference of the people, hereditary prejudice and the prevalence of child labour. But certain experiments which have been taking place in Jaunpur and Benares show that these are not the only causes which have to be seriously reckoned with and that the inferior quality of the education imparted is another powerful cause. The discovery made by Mr. Streatfeild in Jaunpur is so important that I make no apology for quoting his remarks at length. He writes :—

Jaunpur board's primary schools.

"On examining the statistics of scholars in each class it was noticed that about 50 per cent. of the total number were in preparatory section A, and 20 per cent. in B. Only 30 per cent. therefore remained for the lower primary, upper primary and middle sections. A boy should be able to pass through the preparatory section A in six months, but even allowing a year, even if the boys in preparatory section A stayed for four years at school and got one promotion per annum, the number of scholars in the lower primary and preparatory sections would be double the total number in all the classes at present. It therefore appeared that the weak point in the education was not that the boys did not come to school, but having come, they did not continue their education but left. The real truth was that every teacher, especially those teachers who were alone in their schools, had more works than they could possibly do, to teach four classes effectively. What was actually done was that attention was given to the few more advanced or more clever boys, and little or no attention was paid to the boys in the bottom classes. Acting on these premises the policy of the board was to try and provide extra teachers where they were most badly needed, whose special work should be to teach the boys in preparatory section A, and get them qualified for promotion. First the extra grant for primary education was used up in following out this policy, then the less important schools were closed and the saving devoted to the other. Then finally for the last three months of the year extra teachers on Rs. 5 per mensem were appointed and paid from savings elsewhere. The result has been most successful, both in raising the total number of boys in the schools, but still more in raising the percentage in the upper classes compared with the lower classes. I give below a statement comparing the numbers in each class in the vernacular schools of the district in March 1906 and April 1907 :—

	VI.	V.	IV.	III.	II.	I.	B.	A.	Total.
March 1906 ...	83	116	250	404	857	1,382	2,126	5,399	10,538
April 1907 ...	125	177	583	712	1,525	2,434	3,933	6,570	16,059

The point which I wish the above figures to bring out is the much more gradual decline in numbers from class to class in 1907 than in 1906, coupled with a very large increase in the total, all which has been effected within 15 months.

"Here again I repeat that there is no need to remit fees, or take any other steps in Jaunpur to make vernacular education popular. If merely the bare necessities are provided to make education possible the people will take it, in quantities out of all proportion to what is now being taken."

Upon the same theme the Inspector of the fifth circle writes thus:—

"The boys of preparatory A being well taught have managed to get promotion within a reasonable time and thus the higher classes have gradually swelled out to their proper proportions. Exactly the same system has been followed by Mr. Radice with equal success."

All this goes to show that it is not enough to replace incompetent by competent teachers, but that it is also necessary to revise accepted opinion concerning the proportion of teachers to scholars and classes, especially in the lowest section. It will no longer be safe to assume that the teacher of a preparatory class can more easily handle large numbers than a teacher of a higher class. In Great Britain, however, I have myself seen women teachers handling as many as 50 or even 60 infants with apparent ease and with conspicuous success. A special training for such work is needed and it must be the endeavour of the Department to provide it in the training classes for primary teachers.

There can of course be no doubt of the soundness of Mr. Streatfeild's view that one teacher cannot possibly teach properly as many as two or three classes at one and the same time. It would probably be found a cheaper and more effective method of increasing the number of scholars under instruction to add to the number of teachers in existing schools rather than to open indiscriminately more schools, particularly aided schools.

Scarcity of teachers.

Upon the subject of the scarcity of trained and competent teachers the Inspector of the fifth circle writes:—"In Gonda and Bahraich such is the dearth of teachers that men who have passed only the upper primary examination have to be employed." Conditions are better in other parts, *e. g.*, in the Meerut division, were 270 hold normal certificates, 492 hold middle certificates and only 25 have passed no higher standard than the upper primary, and 13 are uncertificated. Mr. Radice at Benares complains:—"Our prospects for the present year would be excellent were we not crippled by want of funds. We have neither the teachers nor the accommodation for the number of scholars which still goes on increasing. The teachers we have are not even paid as much as laid down by Government and any improvement in the methods of the tuition is absolutely impossible unless more money can be obtained somewhere"; and of the sixth circle it is reported: "Excessively large classes are more general in the Almora district than in the other two districts of the circle, but they are found in all. There are at present at least 62 schools in which additional teachers are required, but the necessary funds are lacking."

Enquiry into the question of attendance.

As regards the popular indifference to education, which is undoubtedly profound much interest attaches to the method adopted by the Chairman of Rae Bareli to overcome the general listlessness. He reports:—"Lists were prepared in every village in the district of boys of school-going age and every endeavour has been made and will continue to be made to stimulate and increase the attendance." The matter is one in which school committees might prove themselves of great assistance. An enquiry of this kind instituted in typical areas would prove fruitful of important results, if it could be conducted without exciting suspicion.

Position of the teacher.

But though so much remains to be done, it is certain that a great improvement has taken place in primary education, not only in quantity but quality. The special grants made by the Government of India have made it possible to raise the pay of the teachers; and this while it has according to one Inspector "put heart and life in the work of the poor village schoolmaster," has also been the means of attracting a better class of man to the profession. The minimum salary—not always granted as previous quotations from reports have shown—is now fixed by Government at Rs. 8 per mensem, and a provident fund has been established for teachers drawing Rs. 10 and upwards. The connection between better pay and better work is illustrated by the report of the Chairman of Bijnor who writes: "There has been considerable improvement in the character of the instruction. A

very real advance has been made by the increase in the pay of the teachers. No village teacher now gets less than Rs. 10. The examination results also show great improvement."

Rural and urban schools.

The Government of India desire information annually regarding the variations in the standard of instruction in rural and town schools. In the United Provinces there is no difference in the standard prescribed, the same curriculum being observed by all schools. Instruction does not go beyond the rudiments anywhere, but efforts are being made through object lesson teaching to differentiate between the two classes of schools. Object lessons in rural schools should deal almost exclusively with nature study; those in town schools should be a combination of 'nature study' and 'things of every day life' familiar to town boys. But for lack of competent teachers, it must be confessed, the differentiation is not generally made yet: indeed, object lesson teaching in primary schools is still in a very backward condition.

Conduct of scholars.

Vernacular school boys are generally well behaved. One Chairman, however, considers that the inculcation of good manners both in and out of school needs more attention on the part of inspecting officers, remarking that zamindars and members of school committees sometimes complain of lack of respect shown to them on visiting schools, not only by the pupils, but also by the masters. In aided schools there appears to be a lower standard of regularity and discipline, corresponding to their inferior quality of instruction.

CHAPTER VII.

Training Schools for Teachers.

(1) Training institutions for teachers in European Schools.

(*a*) *For Masters.*

At present there is no institution for the training of masters in European schools, nor do the new regulations in the revised Code, which require all teachers (with certain exceptions) of less than five years' experience in Government and aided schools to be certificated, make up for the absence of a special training institution. A training institution for masters in European schools in Northern India is soon to be opened at Sanawar ; but the problem of recruitment, in view of the low pay and poor prospects of assistant masters, is not one easy to solve. Of the need of such an institution there is otherwise no doubt.

(*b*) *For Mistresses.*

In 1902 there was only one training institution for women teachers, *viz.*, the class attached to the All Saints' Diocesan school, Naini Tal. Three more classes have since opened : at the Woodstock and Wynberg schools, Mussooree, and at the Girls' High school, Allahabad. But this year no pupils were returned from the class at the last named and it is uncertain whether it will be revived ; while the class at Wynberg school was closed last December. There are also classes for Kindergarten work at All Saints' Diocesan school, Naini Tal, and at Woodstock, Mussooree. Mention too should be made of the Training class at the Isabella Thoburn college, Lucknow, which trains both European and Indian women teachers. The facilities for training would appear to be quite sufficient notwithstanding the closing of two institutions.

The work at All Saints' has been singularly successful throughout the quinquennium; all the candidates prepared there, six in number, having obtained certificates. During the period the staff has been strengthened by the appointment of two trained graduates of a British university. In addition to the annual grant, it has received considerable grants for building and furniture, in particular it received a special grant of Rs. 9,000 towards the erection of a separate building for the accommodation of training class students, put up at a cost of Rs. 17,016. Arrangements have recently been made for collegiate study, and, if they are approved by the University, students will be encouraged to read beyond the high school stage ; for study at a training class following a mere school career cannot be deemed a liberal education. The training class at Woodstock, Mussooree, was opened only on March 1st, 1907. It does not yet deserve much notice ; but Woodstock is too good a school to rest satisfied until it has an efficient training department, and it will no doubt be improved.

Last year in accordance with the new Code of Regulations for European schools the course of instruction at training institutions was extended from one to two years, and now includes besides theoretical and practical training in the art of teaching, a course of study in English literature. Other subjects may be added with the approval of the Inspector.

(2) Training Institutions for Masters for Native Schools.

(*a*) Secondary and Primary School teachers, English.

Government Training College, Allahabad.—At the beginning of the quinquennium there were many who regarded the training of teachers as a not indispensable preliminary to their engaging in teaching, but there are few now who do not recognize the importance of the Training college and admit the influence for good that it has exercised upon the teaching given in English schools. But at first the value of training was by no means admitted and consequently the trained teacher had no better prospects than the untrained. The college therefore failed to attract students, and in 1902 the number seeking admission was only 24. With a view to encourage men to undergo a course of training Government found it necessary to rule that no teacher should be permanently appointed in the department, until he had obtained a certificate in teaching, and that preference should be given in all recognized schools to trained men. This ruling assured the success of the college and at once recruits were forthcoming in larger numbers ; but the change would have come

about, though more slowly, if the Training college had been left to win its own way to public estimation. The market value of a trained teacher has been steadily rising, and it is now the general complaint that there are not enough of them turned out annually. Aided and recognised schools, though anxious to secure them, have frequently to go without, and it is becoming a subject of grievance with them that the district boards have a monopoly of trained men for employment as teachers in their high schools or as inspecting officers.

It has for some time been regarded generally as indisputable that until the schools are staffed with trained men, especially trained graduates, the standard of English education cannot be materially raised. But while the number of untrained men already in employ remained so large any general improvement was practically impossible. A scheme was therefore devised in 1903 to extend the benefits of training to teachers below a certain age, who were already serving in Government and district board schools. Under it a number of teachers were deputed every year for one year's training at the college at Government expense. The last batch was deputed last year, when out of the 61 candidates who appeared in the certificate examination no less than 29 were teachers. In this way 97 teachers altogether have been trained. But to make room for them at the training college the number of ordinary recruits had to be reduced, so that the market was disturbed and the dearth of trained candidates for employment became greater than ever. This stringency has led to high prices, but with the return to normal conditions, now that the scheme has worked itself out, the initial value of a trained teacher may decline. Another unfortunate result has been that the conditions under which untrained men can be employed had to be relaxed, and an impression, not without some reason, has got abroad that it is possible to avoid undergoing a course of training and yet obtain good permanent employment; so that though the demand for trained men is so keen, the number of recruits offering themselves for training this year has been unusually small. Inspectors will have to take steps to remove this erroneous impression by rigidly enforcing the condition relating to permanent employment.

The equipment of the college which was defective has been improved. More class rooms have been added and a handsome teaching theatre has been built; the staff also has been strengthened. The expenditure has in consequence more than doubled since 1902, and now amounts to Rs. 33,699. (*Vide* General Table IV.)

The examiners' reports on the Anglo-Vernacular Teachers' certificate examinations show that from year to year improvement in the work has taken place, though, of course, the work of training teachers cannot be adequately gauged by an examination. The real test is the type of man turned out and the kind of work he does as a teacher in the routine of a school. Judged by this test, the college is fulfilling its mission satisfactorily. It is disappointing that English should still be reported to be the weakest subject; but it must be remembered that the result in this subject is dependent primarily on the previous training of the students in school and college. Efforts, in view of the importance to a teacher of a good knowledge of English, must be redoubled to remove this defect. In the principles and practice of teaching, for which the Training college is wholly responsible, quite satisfactory results were obtained. It is also very gratifying to learn that the practical work in science was well done.

Excellent as the results of the institution have been, the time has now arrived for a thorough reorganisation. It is not possible to train with the best results senior and junior teachers along exactly the same lines. The graduate who will be engaged in teaching higher classes requires a stiffer course on the theoretical side and more specialised instruction on the practical; the junior on the other hand cannot assimilate so much theory and does not need to, but must acquire as perfect a technique as possible for the handling of large classes of little boys. The present courses are an attempted compromise between the two, but like so many compromises serve neither end completely. A scheme is therefore under consideration for removing the undergraduates elsewhere, and reserving the present college for graduates preparing for the degree of 'licentiate in teaching,' lately instituted by the University. To secure affiliation for the purpose of this degree the college will have to prove its ability to teach up to a much higher standard and to this end the staff will be greatly strengthened.

(*b*) SECONDARY AND PRIMARY SCHOOL TEACHERS, VERNACULAR.

Number of schools and students and expenditure.

Normal Schools for Masters.—Normal schools are now six in number, two new schools having been opened during the quinquennium, one at Gorakhpur in 1904-05, and one at Almora for hill men in 1906-07. The number of students has grown in five years from 442 to 708, of whom the vast majority are Hindus. It is a curious fact that in all branches of the profession of teaching Muhammadan recruits are scarce; but I am inclined to think that not enough effort is made by district inspecting officers to secure them. It was ascertained during the year that 3,836 teachers in vernacular schools now hold normal school certificates. The expenditure, which has risen since 1902 by nearly Rs. 40,000, amounted to Rs. 92,692, the increase being largely due to the greater number of students and the raising of the stipends from Rs. 6 to Rs. 7, the increased charge being met from the Government of India's grant of five lakhs. Minor reforms, such as the appointment of clerks and the raising of the pay of the gymnastic instructors account for a small portion of the increase.

(*Vide* General Table IV.)

(*Vide* General Table III.)

Composition of classes.

Until the year 1905 each normal school contained 120 students, excepting Moradabad which had 140, who were divided equally into a senior and a junior class of sixty each. There was no fixed proportion between the Hindi and Urdu reading students. The demand for certificated teachers, however, became so pressing that in 1905 the number of students in the schools was raised to 160 at Agra, Lucknow and Moradabad; but at the same time, lest either the Hindi or the Urdu students should form too large a class, it was decided to sub-divide each class of 80 into equal sections of Hindi and Urdu students. The enlargement of the normal schools, to meet the increase in the number of inmates alone, cost Rs. 32,092-14-11 and the recurring expenditure on stipends rose from Rs. 42,000 to Rs. 50,400 per annum. In the first circle, owing to the difficulty of getting properly qualified Hindi candidates, the experiment was tried of deputing Urdu-knowing men professing some knowledge of Hindi as Hindi candidates. This plan does not seem to have been satisfactory, for the Inspector states: "According to the report given to me the system seems to produce smatterers." But the whole scheme was foredoomed to failure; for the increased classes were too large for effective class teaching, and the practising work, already insufficient, had to be still further curtailed. The complaint became general that the men turned out had their heads filled with undigested theory but could not teach. It has now been realised that a normal school with its single practising school cannot properly provide instruction for more than 80 students and arrangements are being made to reduce them to more manageable proportions.

Plans for extending the normal school system.

It was proposed in 1904-05 to establish new schools at Meerut, Fyzabad, Benares, Jhansi and Almora so as to give one school to each division and an extra one to the Allahabad division; but the project proved too costly, and moreover in view of the opening of training classes for primary school teachers it became no longer necessary to train so many teachers at normal schools. A small normal school has however been opened in hired buildings at Almora.

Examination results.

The percentage of successful candidates has been well maintained from year to year and amounted to 86 at the last examination, and out of 429 candidates 215 passed in the first division. The schools have however rather fallen behind the times. The courses need overhauling and the methods are rather too wooden and sometimes hardly quite up to date. In regard to the examination in the practice of teaching, one examiner remarks: "The lessons were on the whole satisfactory, but they were all cast in the same mould. The notes of lessons did not indicate any originality; most of them were, however, very elaborate and some of the object lessons given were interesting. The oral test revealed the defect that the pupils read too fast and as a rule without any expression."

Curriculum.

Certain changes have been made in the course of study. Physical training has assumed greater prominence, gymnastics are now compulsory and teachers are trained to teach *desi kasrat*, for which special certificates are given. At Moradabad 74 out of 76 students obtained such certificates. Freehand and blackboard drawing were added last year. The headmaster of one normal school reports that both teachers and taught found difficulty in the new subject and suggests the need of a special drawing master. An Inspector notes that the largest number of failures occurred in this subject. It has also been

remarked that normal passed men are weak in literary subjects and that this side of the course should be strengthened. All these are points which will now receive attention at the hands of a special Inspector. In 1902-03 an agricultural class was opened at the Moradabad normal school for training teachers in the principles of agriculture with a view to their serving as agricultural instructors in vernacular schools ; but as there was no demand among the agricultural population of these provinces for such teachers the class did not justify the expenditure incurred upon it and after two years it was closed.

Buildings.

A new normal school has recently been established at Gorakhpur at a cost of Rs. 1,58,633 on buildings alone. No expense was spared upon it and for size and completeness it has no equal in these provinces ; but it is questionable whether the provision of such palatial accommodation for student teachers drawn from villages is justifiable. Accommodation as noted above has been increased elsewhere : more rooms for boarders have been built and the old boarding house has been replaced by a new one at Allahabad ; a small Muhammadan boarding house and a school house have been added at Moradabad ; additions and alterations have been made at Lucknow and Agra ; and teachers' quarters have been provided at Moradabad. Normal school buildings are naturally very costly, but it is unlikely that another on the scale of that at Gorakhpur will ever again be constructed. The Inspector of the Lucknow circle writes : " It seems to me most desirable in the interest of discipline that quarters should be provided on the normal school premises for all the teachers on the staff of the school. This system has the additional advantage of leaving the headmaster more time for the work of general supervision." To provide all teachers with free quarters would be too costly ; but I am considering whether it will not be possible at small expense to convert the vacant rooms in two of the normal schools, consequent on the reduction in the number of boarders, into suitable quarters for members of the staff.

Conduct of students.

The discipline at normal schools has, I regret to say, never been quite satisfactory. The students, drawn mostly from villages where life moves easily and slowly, are rather inclined to chafe at necessary restrictions and at the enforcement of punctuality and regular habits, and they are excitable, suspicious and easily misled. Outbreaks are not uncommon, but have usually been tactfully suppressed ; but during the quinquennium there have been two that had serious results. One culminated in a regular rebellion and the other in a general strike, and strong measures had on both occasions to be taken. Lately the normal school students have in some schools become infected with the prevailing unrest. Being ignorant of most things outside their own narrow sphere and credulous and superstitious to a degree, they constitute very inflammable material. They need therefore the most watchful attention of the staff, and for this reason, if for no other, the reduction in their numbers had become desirable.

Teachers' meetings.—It was obvious that the establishment of normal schools would go a very small way towards staffing vernacular schools with properly trained teachers. At the most, it could supply only a small leaven of such men, while the great mass of village teachers would remain untouched by modern educational influences. An attempt was therefore made to give some instruction, however little, to untrained teachers already working in the schools. In 1902 a scheme for convening village school teachers at convenient centres during the summer months to acquaint them with improved methods of teaching was sanctioned as a tentative measure in certain districts. The experiment proved so successful that three years later the scheme was extended to all districts, and teachers in aided schools were also invited to attend the meetings. A further development is now proposed, and trained teachers too will attend them for observation and to prevent them from slipping back into the old unscientific methods. The conferences are presided over by members of the district inspecting staff, whose business it is to arrange them. They have now become part of the regular district organisation, and have been brought under definite rules which are laid down in the District Board Manual. One Inspector writes : " The conferences have been successful in spreading an interest in educational methods and raising the standard of teaching." Another remarks : " The benefit derived from attending these meetings naturally varies considerably and depends largely on the teachers' capacity to assimilate the

instructions given, but, as a rule, teachers who have attended such meetings do adopt more intelligent methods in teaching and can almost invariably be distinguished from those who have not had the same privilege." The Chairman of the Naini Tal district board gives similar testimony: "These meetings in which instruction and model lessons to the teachers are given are of great benefit to the village teachers and through them to the pupils." A great deal depends upon the earnestness and capability of the district inspecting staff. When these are not wanting the meetings may be pronounced an unqualified success.

Training classes.—But meetings, however well conducted, are but a poor substitute for a regular course of training; and as the expense of training all teachers at normal schools would have been prohibitive and the courses there were not so suitable for teachers of primary as for teachers of secondary classes, it was felt that some other and less costly system must be devised for the training of the former. Constant practice in teaching under competent supervision is necessary to the making of a good primary school teacher, and normal schools cannot with their large numbers of students provide it. To meet the needs of lower primary teachers the following system was devised two years ago. Training classes, consisting of not more than six pupil teachers under an instructor trained at a normal school, have been attached to certain middle vernacular schools. The pupil teachers are employed for half the working day in receiving instruction in the principles of teaching and in further study of ordinary class subjects, and for the other half in teaching preparatory and lower primary classes under the supervision of the instructor or a trained member of the staff of the middle school. At the end of a year's training the class is examined on the spot both orally and in writing for the award of certificates by a board over which the district inspecting officer presides. In almost every case the results have been satisfactory, though at first the work in different districts varied considerably. With few exceptions the classes are now favourably reported on. One Inspector remarks: "The training classes started in each district are likely to effect great improvement in course of time. These classes are now conducted on more intelligent lines than was the case, before and one hopes that with the appointment of a special Inspector they will be kept quite up to the mark." Another Inspector writes: "Teachers in vernacular schools are now more methodical in their work and many of them write notes of lessons which would do credit to masters of English schools." The system is capable of much further improvement, and as experience is gained changes are being introduced which insure greater uniformity of standard and thoroughness in training. The plan has already passed beyond the experimental stage and has undoubtedly a future before it; for the necessity for doubling the number of these classes has already been recognised and proposals to this end are now being considered. "They are," as remarked in an inspection report, "cheap institutions and they afford a simple but sufficient training for masters in lower primary schools, thus obviating the necessity of adding to the number of the much more expensive normal schools." The expenditure on 48 classes was only Rs. 20,834, which came almost entirely from local funds.

(*Vide* General Table IV.)

(3) TRAINING INSTITUTIONS FOR MISTRESSES FOR NATIVE SCHOOLS.

Government Female Normal School, Lucknow.—The progress of female education in the United Provinces has been hampered as much by the dearth of female teachers as by the prejudices of the people and the strictness of the *parda* system. The first need therefore was a school which should educate as well as train women for the profession, and in 1902 the Government decided to utilise a portion of the Government of India's five lakh grant upon opening a normal school at Lucknow. It was necessary to proceed tentatively and cautiously and to be content with a very low standard of work; but the school which started experimentally and amid many misgivings has now become well established and taken its place permanently in our educational system. It commenced its existence in a hired house with only 14 students, 5 of whom were boarders, and the Municipal girls' middle school, with sixty pupils, served it as a practising school. Despite the drawbacks of unsuitable quarters and unsatisfactory surroundings the school soon showed promise of success. The number of the students rose to 22, and had then to be limited for lack of accommodation. It was then felt that steps could safely be taken to provide the school with a home of its own; and a school building, a boarding house and quarters for teachers were erected in a healthy and quiet

situation. The school has but recently moved into its new home, but already the boarders have risen to 41, and the day scholars have more than doubled their number.

It cannot yet be said that the school has succeeded in supplying qualified women teachers; but the outlook is distinctly hopeful, and the time has now arrived for improving the training given there and raising the standard of attainment. A class for the training of Kindergarten teachers has lately been opened and is reported to be doing fairly well. The Inspector of the Lucknow circle writes in regard to the school :—

"The experiment was undertaken not without hesitating and doubt as to the final success of a training institution in a part of the country where girls are married at a very early age and where the vigour of the *parda* system is more pronounced than in any other part of India, but the results have more than justified the wisdom of the decision that the time was ripe for providing these Provinces with a normal school for girls."

The school has been much helped by the interest taken in it by well-wishers and benefactors, among whom may be specially mentioned Mrs. Leslie Porter. Tact and patience are required in no small degree for the successful working of such an institution, and the staff deserves credit for the way in which it has overcome the many difficulties experienced at the start with its timid charges in their strange surroundings. The constant watchfulness and unremitting attention needed in a boarding school of this description make the nervous strain upon the staff particularly severe, so that in view of the increased numbers an increase in the staff must now be contemplated.

Sigra Female Normal School, Benares.—This school, which is maintained by the Church Missionary Society for the training of native Christian girls, more especially for employment in Mission schools and which was until recently the only school of its kind in these provinces, is reported to be doing good work. This year there were 95 students on the rolls. During the quinquennial period Government gave an additional grant of Rs. 600 for the award of stipends to students who were unable without assistance to complete their course. Also the staff of the school has been strengthened by the addition of a trained certificated teacher sent out by the Mission from England.

Isabella Thoburn College, Normal School, Lucknow.—Training classes for female teachers in anglo-vernacular schools have been opened in this institution, with a curriculum resembling that of the Allahabad Training college. Last March eight girls were being trained in the senior and six in the junior course. Three years ago there were twelve students under training. The classes are reported by the Inspector to be ably conducted under the superintendence of the Principal. The institution receives a Government contribution of Rs. 200 per mensem on account of the Normal school. It was noted in the last annual report that the school cannot turn out anything like a sufficient supply of trained teachers to supply the demand for teachers in schools and governess in private families.

CHAPTER VIII.

TECHNICAL EDUCATION.

SECTION A.—*Industrial School, Lucknow.*

(*Vide* General Table III.)

The working of the Industrial school, Lucknow, continues on the lines laid down by Government orders in 1905. The number on the rolls has risen from 225 to 243 during the year, while the average monthly enrolment was 248. These figures present a striking contrast to those for the early part of the quinquennium during which, owing to the experiments made with a view to making the school almost entirely industrial, it passed through a very severe crisis. The history of these experiments illustrates the difficulties connected with the promotion of industrial and technical education in India.

The principal object with which the school was established was to train men for employment as subordinates on the railways: and it was hoped that it might at the same time turn out men able to earn a good living as cabinet makers and carpenters. At first only members of the artizen class were admissible and in its first year about ninety per cent. of the pupils were sons of railway employés. But in less than ten years almost no trace of the original aim of the institution was visible. The sons of artizans, who alone originally were eligible for admission, had been practically eliminated, and the literary education which formed part of the course of instruction, was found to be the chief attraction, while industrial education languished. Accordingly in 1901-02 several drastic 'remedies' were applied. Literary subjects were abolished, bazar workshops were organized on the Casanova lines and a night school was established. But these experiments proved disastrous. The abolition of literary subjects practically emptied the school. In less than a year the number of pupils fell from 155 to 59 and a year later to 18, of whom only two were sons of artizans. The bazar workshop scheme was a complete failure, and the night school, which was never attended by pupils outside the school, was empty on March 31st, 1903.

It was therefore decided in 1903, while emphasising the importance of the industrial side of the work, to re-introduce elementary general education, to abandon the scheme of bazar workshops on the Casanova plan, and to close the night school. The restoration of literary subjects, though in due subordination to the aims of the school, was followed by a recovery in numbers as rapid as the previous decline. By the end of the year the number rose to 94, of whom 14 were sons of artizans, and a year later there were 161 boys at the school. Since then the enrolment has been steadily increasing, and the number of the sons of artizans during the year reached 53. The manual work in the school has meanwhile been improved considerably and brought into closer relation with local industries. This brief review of the school's vicissitudes will serve to show the futility of making an absolute separation between industrial and general education, even though the latter may be of only an elementary character.

The following is an account of the present working and organisation of the school:—

Occupation of parents.

The number on the rolls on the 31st March 1907 was 243, of whom 53 were sons of artizans.

Of the remaining 190 who did not belong to the artizan class—

30 were sons of traders and shop-keepers,
83 were sons of clerks and mukhtars,
7 were sons of doctors and hakims,
21 were sons of landowners and agriculturists,
8 were sons of pensioners and wasika-holders,
18 were sons of menials,
5 were sons of contractors,
18 were miscellaneous.

Classification of boys.

At the close of the year 166 boys were attending the courses of instruction in carpentry, joinery, wood turning and cabinet work, 59 in the iron and steel forging and fitting and machine work, and 18 in casting, moulding and pattern making. The attendance in the special drawing classes which was poor in the beginning owing to the high fees charged in the class has more than doubled.

Examination results.

One of the chief drawbacks to the training is that few boys stay long enough to pass the final examination. The grant of scholarships might perhaps induce the better ones to remain longer. In April last only one boy appeared at the final examination of the ordinary classes and one other at the final examination of the special drawing classes. The headmaster reports that boys who come from places outside Lucknow generally succeed better than those who come from the town itself, perhaps because they are more genuinely in earnest, and he urges, on this ground, the great need for a boarding house. It is satisfactory to note that no boy who has completed any of the school courses is out of employment. In order to ensure more efficient and advanced training a good deal of machinery, including an engine, a lathe, a planning machine, a Radial drilling machine, has lately been imported at a cost of Rs. 14,895.

History of the workshop scheme.

A brief account of the abortive system of bazar workshops on Casanova lines, which is based on the detailed history furnished by the headmaster, may be of interest as an illustration of the difficulty experienced in attempting to adapt foreign practices to India. The principle of the Casanova system is to provide a shop rent-free, in return for which workmen are to train boys as apprentices while carrying on their own business. Three industries, *viz.*, calico printing, copper and brass work, and *tarkashi* (wire inlaid work in wood) were started in a hired building near the Aminabad Bazar. A rent-free shop, however, was not a sufficient attraction, for no man could be induced to open his shop in the building or bring his own work or materials or tools. It was therefore necessary to modify the Casanova principles by employing *mistris* on monthly wages, who treated and taught the boys exactly as they would have done in their own shops. The number of boys under instruction was nine in calico printing, three in *tarkashi*, five in copper work. They were also taught drawing at the school, but not the three (R's) as previously. The work done by the *mistris* was much superior to the bazar work, but as there was no demand for better and higher priced articles it did not prove remunerative. Thus *degchis* were made by the copper workers out of the solid sheet without any joint in the bottom or sides, but were quite unsaleable. Similarly in the case of calico printing the fast colours and the better cloth commanded no higher price than the inferior article. An experiment pursued on uncommercial lines was naturally a failure. The ordinary bazar article was good enough and customers declined to pay more for a better one. Cheapness, as long as an article is serviceable, appears to be the chief consideration, and herein lies a serious obstacle to the improvement of indigenous industries. After a brief trial of fifteen months the scheme was pronounced a failure and abandoned.

SECTION B.—*Medical Education.*

Medical School, Agra.—This school has made progress in every direction since the last quinquennial report and its sphere of usefulness has extended in a corresponding degree.

Number of pupils. (*Vide* General Table III.)

Though the number of pupils, *viz.*, 314 is three less than last year, owing to the small entry for the military class, the increase on the rolls during the last five years has been nearly 30 per cent.; but the proportion of women students is only slightly greater than before. In the year under report the number was 69 as compared with 52 in 1901-02. The Principal reports that the military class was boycotted by the candidates for admission to the civil class, owing to the unpopularity of the Government order withholding for a period of seven years the handing over of diplomas to successful candidates, and that though the class was kept open till August 1906, only seven pupils joined. Owing to the greater demand for hospital assistants the number of candidates to be admitted to the school was raised from 50 to 75 in 1905.

Examination results and tests for admission.

The results of examinations have been satisfactory during the quinquennial period, and were excellent this year. With a view to raise the standard of qualification the educational test for male candidates for admission has been raised from the middle anglo-vernacular to the School Final or Matriculation examination. It is now proposed to increase the required educational standard of female students also on entry.

Buildings and equipment.

There has been much activity in building. In 1903 Government allotted a sum of Rs. 70,000 for a students' hostel. This was opened in October 1905,

and contains 84 rooms with accommodation for 168 students. A further sum of Rs. 43,153 was sanctioned by Government for the construction of quarters for the superintendent and servants, and these will be completed shortly. A new practical class room has been erected, and a sum has been sanctioned for its equipment. A new dissecting room which was completed before the commencement of the last winter session has already proved most serviceable. The museum and the library, to which valuable additions have lately been made, have been altered and enlarged. An eye hospital was opened in the building of the old portion of the Lady Lyall Hospital, while the new portion, opened in 1903 was provided with good lecture rooms and improved accommodation for women students.

In 1905 the staff was strengthened by the appointment of additional assistant surgeons, two whole-time demonstrators and three resident hospital assistants.

Conduct.

The general conduct of male and female pupils has throughout the greater part of the quinquennium been satisfactory on the whole; but in the year under report the prevailing unrest seems to have affected the institution. One student was dismissed, two rusticated and several fined for unseemly conduct outside the school. Even among the female students discipline declined, and three had to be expelled and one summarily dismissed for grave offences.

SECTION C.—*Agricultural College, Cawnpore.*

Formation of college.

During the past year the plan of developing the school into a college, which has been under consideration during the whole quinquennium, has been carried into effect. Pending the decision of this question many reforms had necessarily to be deferred, and therefore progress was less than might have been expected. The obstacles to contend with were unsuitable school buildings and laboratory, inadequate accommodation for boarders, and insufficient salaries. Nevertheless in spite of these material drawbacks, the number of

Number of pupils.

students has satisfactorily increased. Five years ago there were 55 pupils; last year there were 74, and in the year under report 93, consisting of 46 in the final class and 47 in the junior class. It is matter for regret that the zamindari class has not proved more attractive, but the proportion of Kanungo candidates has diminished. Whereas in the year 1902-03 they numbered 49 out of 55, in the year under report there were only 28 out of 47 in the junior class. The class of agriculturists appears to have increased and now comprises 19, including eight stipendiary students from other Provinces.

Salaries and staff.

In the annual report for 1904 it was stated that the scale of salaries was too low to enable the school to retain really competent teachers of the difficult subjects included in the school course. Since then a revised scale and an increased establishment have been sanctioned, and other changes, carried out in the course of the year, are thus recorded in the note on the college supplied by the Director of Land Records and Agriculture. "The Principal (Mr. A. W. Fremantle) assumed control in November, and the European staff has been strengthened by the transfer of the Economic Botanist from Saharanpur in October and by the appointment of the Agricultural Chemist who arrived from England in February. The Indian members of the school staff have been made members of the Executive Agricultural Service from September 1906 and are posted as lecturers and instructors at the college."

Buildings.

The provision of proper buildings, which has been so long delayed, has at last been definitely taken in hand. The Director of Land Records reports that in order to carry out more efficiently the changes required, consequent on the school being raised to a college and in view of the future increase in numbers, new boarding houses and temporary lecture rooms are being erected, temporary botanical and chemical laboratories are being arranged in old buildings and the number of recreation grounds is being increased. The permanent buildings for the college and laboratories are under construction but will not be ready for another two years.

Clubs.

During the quinquennium, to obviate the inconvenience and expense of hiring cattle from cultivators, a cattle club which lends bullocks to its members was formed. The riding club was reorganised, and an old boys' association was founded on the students' own initiative. It is gratifying to note that the students take a considerable share in the management of this club and that games are popular.

The results of examinations have lately much improved. The year preceding that under report was described as the best up to that time and this year the standard has been maintained. No student failed in the final examination while 24 passed in the first division, and 22 passed in the second division. Examination results.

During the period under review the course of studies was revised in the direction of greater elasticity and modified to suit the elevation of the school into a college. "The instruction farm," it is recorded, "attached to the College, which is run on commercial lines has passed a very successful year. It is proving a valuable asset to students and staff alike to have attached to the college a farm in which the business aspect of farming is kept to the front. A dairy for instructional purposes will shortly be started." Course of study.

The health of the students has been satisfactory throughout the quinquennium, though once in 1904-05 the school had to be closed owing to the severity of plague in the neighbourhood. Health.

The discipline and tone continue to be excellent. Conduct.

SECTION D.—*Night Schools.*

This school, which is managed by a local committee of Indian gentlemen, was opened in 1903 in response to a request of certain bankers and tradesmen of the city. It is still held in the Society for the Propagation of the Gospel Mission school, Generalganj, in the heart of the business quarter, where it was first started. The object of the institution was to provide elementary instruction for boys and men of the working classes who were engaged in earning their living in the course of the day or to enable them to continue their education ; but as the subjects of study originally included Bahi Khata, office work, telegraphy, Mahajani and English, the school attracted a different class, namely, clerks and youths entering business. The committee recognising that it was fulfilling a different though equally useful purpose from that originally intended, added shortly afterwards shorthand and typewriting. Fees range from 4 annas to Rs. 6, the latter for the complete course, including shorthand and typewriting. The enrolment at the end of the first year was 22 : it is now said to be 76 in the vernacular and seven in the English department. This would be a satisfactory indication that the school was meeting a real want but for the fact that many of the scholars are little boys, who have no business in a night school at all. Mahajani and English together, however, attract a class of scholar that really needs a night school, and for the sake of these the school is worth maintaining. Probably the most useful portion is Mahajani. But it seems to be badly organised and to contian many little boys, and the teachers are so poorly paid that changes in the staff are constantly occurring. The municipal board makes to it a grant of Rs. 20 per mensem. The Commercial night school, Cawnpore.

There are two Railway night schools. The first is at Lucknow for the European and Eurasian apprentices in the Oudh and Rohilkhand Railway workshops. The roll rose during the year to 52, and included new apprentices from the locomotive works, the engineering department, and the carriage and wagon works. The Railway Company contributes Rs. 2 for each scholar, and the Government gives a grant which during the year amounted to Rs. 450. The school is divided into three divisions, which receive theoretical instruction for two hours one night a week and two hours' instruction in drawing on Saturday mornings. The work ranges from elementary arithmetic and mensuration in the lowest to instruction on steam, the steam engine, hydraulics, strength of materials, the automatic vacuum brake and the injector. The school is well managed and does satisfactory work. The furniture has recently been renewed and the accommodation increased. Railway night schools.

The other school is maintained by the Great Indian Peninsula Railway at Jhansi, also for Europeans. It was only opened last October and is still small, but as attendance and industry at the school will be a passport to promotion the number on the roll is likely to increase. The work, though still quite elementary, is reported to be promising, but the school is as yet in the experimental stage.

CHAPTER IX.

FEMALE EDUCATION.

Spread of female education.

Female education has been the subject of much attention during the quinquennium. The problem of its advancement is perhaps the most difficult to solve in the whole range of Indian education, and though it is still to a great extent baffling, the position has much improved since 1902, when it was recorded in the annual report: "It cannot be said that female education is anywhere progressing satisfactorily." A much more favourable account can now be given, though, when the amount achieved is compared with what remains to be done, the advance seems almost infinitesimal. Still so far as numbers afford any criterion of real progress, there is genuine cause for congratulation with the measure of success that has been attained.

(*Vide* General Tables I and III.)

The total number of institutions of all kinds for the education of girls has risen from 612 to 1,067 during the quinquennium. The schools under public management are now almost twice as numerous as they were at the commencement and aided schools have increased from 237 to 476. The number of scholars has increased at an even greater rate, having risen from 20,821 to 40,111 or by nearly 93 per cent., while the increase during the year under report was almost 7,000. Of the total number no fewer than 10,645 read in boys' schools, being thrice the number so returned in 1902.

(*Vide* General Table V.)

The numbers in public institutions are thus distributed: 33,894 in the primary stage, 970 in the secondary stage, and 39 in colleges. The increase has therefore taken place almost entirely in the primary stage. While the number of college students has actually fallen from 49 to 39, and that of secondary students has risen by only 100, the number of primary students has more than doubled. Very few, however, of these are in the upper primary stage; for no fewer than 32,261 scholars are in the lower primary and preparatory classes. The numbers of the Agra circle afford a striking illustration of the low standard generally attained. There only 209 girls out of 7,284, or about 3 per cent. of the whole number have read beyond the lower primary stage.

(*Vide* General Table I.)

These figures afford clear evidence that the efforts made during the last five years have not been unavailing. It is true that the vast mass of the people are as indifferent, apathetic and perhaps as prejudiced as ever; nevertheless the outstanding fact remains that the percentage of girls attending schools to the female population of school-going age has risen from ·6 to 1·16 per cent. or very nearly doubled. It is satisfactory also to find that the increase has been general throughout the province. In 1902 the percentage was less than unity in eight divisions; in 1907 it was so in three divisions only, *viz.*, Allahabad, Gorakhpur and Fyzabad. The most backward district is Sultanpur with a percentage of only ·13 and 112 scholars on the roll; while Dehra Dun is still easily first on the list with a percentage of 7·77. Benares comes next with 4·26 and Naini Tal third with 2·68. A hopeful symptom is that the increase has been most rapid in districts which were formerly most backward, *e.g.*, Ballia, Basti, Unao, Hamirpur, and Bulandshahr. Now fifteen districts have over 1,000 girls at school—only five had so many in 1902; none has less than 100 on the roll, while in 1902 nine districts fell below that number. Benares alone has over 2,000 and has witnessed a most remarkable increase, the numbers having risen from 718 to 2,794. Corresponding with the rise in the enrolment has been the increase in the expenditure, which has gone up from Rs. 3,47,056 to Rs. 5,38,456.

(*Vide* General Table II.)

Anglo-vernacular education.

It is not possible to compare the number of girls in anglo-vernacular schools at the beginning and end of the quinquennium, owing to the classification of the primary departments with primary schools in 1902. On 31st March 1907 the number was 2,329, the vast majority being in aided schools. The number in the secondary stage has grown satisfactorily, *viz.*, from 273 to 345, or by about 26 per cent. Seventy-one are reading in the high section, a number, which, small as it appears, is still a considerable advance on the figures for 1902. There are only five high schools in the whole province for Indian girls and the great majority of secondary schools are managed by missionary bodies. The pupils in them are thus classified according to religion: 1,990 native Christians, 311 Hindus and 16 Muhammadans. The time seems to have arrived for considering whether the

State should not itself open one or two high schools for girls. That Indian gentlemen are beginning to desire a good education for their daughters there can be no longer any doubt, but they are naturally averse to sending them to sectarian schools attended mainly by girls of another faith.

Examinations.

The secondary education of girls is mainly English. The Vernacular Final examination fails to attract many candidates, and the results are generally poor. This year there were 17 candidates—a record number—fifteen appearing from the girls' normal school, Lucknow, but only six passed. In anglo-vernacular schools, as so few proceed to the high section, the English Middle examination has been retained as a final examination for the sake of the majority. The number of candidates which remained more or less stationary during the first four years of the quinquennium suddenly rose last year from 77 to 122. The percentage of success was however less than usual, as only 58 passed, though ten were placed in the first division. Candidates were presented for the first time from the Kanya Pathshala, Dehra Dun, and one of them secured a scholarship.

The results in the Entrance examination obtained by girls' schools have been remarkably good throughout the quinquennium and were never better than last year. Not only is the percentage of successful candidates very high, but a creditable proportion is always placed in the first division. At the last examination 19 passed out of 21 candidates sent up and six were placed in the first division.

Isabella Thoburn college.

The only college for women, apart from small classes at European schools, is the Isabella Thoburn college, Lucknow, which has achieved remarkable success in University examinations. It is an aided college affiliated up to the B. A. standard. This year the enrolment was 18, four in the B. A. and 14 in the F. A. classes. In addition to the regular work special training is given in elocution and calisthenics, and weekly lectures are also given in subjects outside the college course. Connected with the college is a normal school and a high school. A new dormitory towards which Government made a grant of Rs. 11,000, has recently been added.

The Committee on female education.

Although in India so much depends on the initiative of Government, and although Government has contributed liberally, where expenditure was likely to bear fruit, it is obvious that the future of female education depends in the long run on the support it receives from the public. It is impossible to make a substantial advance without the co-operation of the people. The first thing to be done therefore is to enlist the sympathy of influential gentlemen. In 1905 a committee of Indian gentlemen was convened to advise Government as to the best means of advancing female education. Their recommendations covered the whole ground, but to carry them out would have required vast expenditure and the advantage to be derived from some appeared problematic. In a matter like female education, for which the desire is in most quarters so feeble, procedure must be cautious lest expenditure be wasteful. It may be useful to summarise here the more important and practical of the Committee's proposals. While the Committee attached much importance to the system of private tuition in zenanas by means of peripatetic governesses, they thought that the progress of female education must depend chiefly on the development of the school system. They approved of the institution of more model schools, and recommended that separate schools should be opened for Hindus and Muhammadans; but they considered that the opening of boarding schools would be premature. They advocated liberal grants to aided schools without the imposition of stringent conditions. They thought that the attendance of girls in boys' schools was contrary to public opinion, but might be allowed where special facilities for girls schools did not exist. The difficult question of the supply of school mistresses occupied much of their attention. They recommended the establishment of more normal schools for mistresses like that at Lucknow and of training classes for pupil teachers at large schools. As regards recruitment they thought that efforts might be made to attract wives or female relatives of school masters, and especially widows; but were not in favour of male teachers except as a *pis aller*, until they could be replaced by women. They recommended the strengthening of the inspecting staff by the appointment of an Indian Service Inspectress and the appointment of honorary inspectresses and local committees.

Their tacit recognition that the initiative must come wholly from Government was remarked with some surprise and perhaps a shade of disappointment, and though they had chiefly in view the spread of female education amongst the respectable classes, they never once hinted that private effort might supplement official stimulus. It is most satisfactory to find, as will be noted later, that private effort has not been wanting. Assuming that the general indifference could only be overcome by offering substantial rewards, they contented themselves with pointing out methods of spending large sums in prizes and scholarships and other pecuniary inducements.

The steps taken to give effect to the more pressing needs pointed out by them have been as follows. An Indian Service Inspectress has been appointed; attendance of girls in boys' schools has been encouraged by capitation grants; and District Boards have been authorized to employ paid district inspectresses, honorary inspectresses and visiting governesses, and have been invested by the rules framed under the District Boards Act with the duty of encouraging female education to the best of their power. But so far as can be gathered from their reports, the demand for female education has been so small that the powers above mentioned have not been much exercised. The system of zenana teaching by means of peripatetic governesses, for instance, from which the Committee hoped great things, has not apparently proved feasible as yet; but it must always be borne in mind that every effort to promote female education is hampered by the impossibility of finding properly qualified teachers.

The supply of teachers.

The question of the supply of teachers is indeed the *crux* of the whole matter. It is not merely a question of getting good teachers, but of getting any teachers at all. Till this problem is solved, female education can make no real progress; and as long as early marriage is universal and the position of unmarried women considered dishonourable, the prospect is not hopeful. Meanwhile it is not much use persuading parents to send their children to school, if the school cannot provide a mistress capable of teaching them. The situation is tersely summed up by the Chairman of Bulandshahr: "Female education is a failure chiefly because no women teachers of the proper stamp are available." Similarly the Chairman of Jaunpur writes: "Theoretical remedies for this state of affairs I have heard of, but I have not yet seen any practical remedy. I cannot obtain even one competent female teacher from the Educational department, so I must conclude that they are no more available elsewhere than they are in this district." The Commissioner of the Benares Division writes:—

"I think, that in spite of capitation grants, *until we can procure proper teachers*, we are unlikely to educate an appreciable number of girls. It is not surprising that the Missionaries do so much better. One has only to see one of their schools and compare its teachers with those of the ordinary district board aided or unaided institution to see what makes the difference."

Means of finding the supply.

The practical remedy is, indeed, very hard to find. Meanwhile much of the work must be done by men, simply because there is such a dearth of school mistresses. But with all due deference to the opinion of the Committee on female education, it is a fact that the best taught girls' schools are those maintained by superannuated board school male teachers. The Chairman of Basti writes: "Male teachers are by no means objected to by the people, and it is unfortunate that the present rules do not allow grants-in-aid to be given to girls' schools conducted by men."

It has been pointed out that the majority of girls do not pass beyond the lower primary stage, which is, of course, a miserably inadequate mental equipment. The most necessary thing, therefore, is to induce girls to carry their education further. The Committee, as noted above, considers that it can only be done by the offer of liberal prizes and scholarships; but it may be hoped that many of those who leave school after passing through the lower primary standard have acquired sufficient curiosity to continue their studies privately. The prevailing opinion that scarcely an Indian woman knows how to read fluently is, I am convinced, erroneous. Great things are hoped from the Normal school, Lucknow, and similar institutions on the same lines; but the supply which can be turned out from this school is extremely small, and moreover, it is very difficult to induce girls to go there at all. The Chairman of Basti refers to this difficulty: "Normal schools and standard teaching," he writes, "may be suitable for large towns and advanced districts; but in backward eastern districts it will be long before

women will be prepared to go to a normal school, and long before they will cease to look with suspicion on teachers that come from such institutions." This appears likely, too, to be a standing difficulty in the hills; for the Inspector of the sixth circle writes: "Two hill girls were with great difficulty induced to join the Normal school, Lucknow, but it seems very doubtful if others can be induced to follow in their steps, and it seems hardly possible that an adequate supply of trained teachers can ever be obtained for our hill schools in this way." As a means of supplementing normal schools local training classes on the lines of training classes for male lower primary teachers have been suggested. This suggestion, the same Inspector thinks more promising, "for I am led to believe," he writes, "that a fair number of girls could probably be got to join such local training classes." The opening of such a class at the model school in Basti was suggested last year, but funds are not at present available. I am not aware that the experiment has anywhere yet been tried. The nearest approach to it is at Bareilly, where the Chairman reports: "The Mission school has opened training classes. The board which gives it a grant-in-aid has a first claim on the teachers trained here, and it is hoped that the results will be beneficial." Another proposal is to induce school masters by means of rewards to educate their wives or daughters or female relatives up to the required standard. In Basti and Budaun the district boards are trying the experiment. The Chairman of Budaun reports: "I have lately started giving special allowances to school masters whose wives or sisters are teaching in girls' school in the same village, and this seems the most hopeful way of getting over the difficulty." He also says: "The most successful schools are all taught by women who are either related to the managers of the school or to school masters in the village." On the other hand the Inspectress of the first circle is strongly of opinion that widows properly trained make the best teachers, if unencumbered with families. The problem of obtaining an adequate supply of competent women teachers will only be very gradually overcome. In the opinion of the Inspector of the sixth circle, for securing well trained female teachers a course in a training class following on a course in a boys' school would seem to promise very fairly. "There are doubtless," he writes, "disadvantages in having girls educated in boys' schools. They leave school at a very early stage and they can be taught no specifically feminine occupation; but there are some advantages also, and one of these is that they would probably be better taught there than in such girls' schools as are now available."

State of girls' schools.

Certainly in the existing state of things a very low standard of education has to be tolerated, even in the so-called model schools. These model schools were started in 1903, when Government decided to devote a portion of the five-lakh grant to girls' schools at the headquarters of districts. They are now 35 in number with an enrolment of 1,711 and are maintained at a cost of Rs. 17,298. They are under the immediate supervision of the Circle Inspectresses and are for the most part staffed with women teachers. It has not been found possible to dispense altogether with male teachers even in these schools. In the Agra circle, out of fourteen teachers four are men and they are reported to be doing better work than the women. The model schools have so far had but a brief career and it would be unfair to judge them too strictly. There cannot be in them the same rigidity of discipline or regularity of attendance as can be enforced in a boys' school, neither is it reasonable to expect a high standard in tuitional results, but the title 'model' school is one to which they have no claim and is certainly inapplicable to the greater number. The seven schools in the first circle are favourably reported on; but the state of things in the fifth circle is far otherwise. The Inspector paints a very unflattering picture of them: only two out of seven are upper primary schools, and not one of them is said to be in a satisfactory state. "In Ghazipur," he reports, "such is the indifference shown by the people towards female education that the school seems to be regarded merely as a sort of *crêche* to which little girls are sent to be out of the way. In the Machharhatta school, Jaunpur, I found that nearly half the pupils of preparatory A had been in the same class from two to four years. In the model girls' school, Basti, I found two girls who had been in preparatory A since November 1903, one since December 1904 and two since 1905. At Bahraich the enrolment at the time of my visit was 95, but the number in attendance was a mere fraction of this, and from a scrutiny of the register, I had reasons to suspect that 50 per cent. of the pupils are mere names, not realities." The recommendation

of the Committee on female education, that there should be separate model schools for Hindus and Muhammadans has proved its soundness. In the Agra circle the 374 girls in these schools were all Hindus. For the sake of Muhammadans separate institutions seem necessary; yet it was a Muhammadan gentleman on the Committee who dissented from this view. On the other hand the model school at Unao is pronounced a failure by the Chairman because Hindu parents will not send their children to be taught by a Muhammadan mistress. He writes:—

"Under the present scheme I doubt whether it will ever be possible to look for any great improvement. The mistress is a Muhammadan lady and that the Hindus in general object to their daughters receiving instruction from her can be seen from the fact that of 19 pupils only four are Hindus. In the present backward state of female education, it is I think essential to respect such prejudices and as an experimental measure it would, I consider, be advisable to give the school two sides, one distinctively Muhammadan and one distinctively Hindu. Now that the cost of the school has risen to such an extravagant figure, *viz.*, Rs. 788, unless some method can be devised of very largely increasing the attendance, the money would probably be very much better spent in maintaining several peripatetic governesses to give instruction to the children at their own houses than in keeping up the present institution."

Girls in boys' schools.

The attendance of girls in boys' schools and the remarkable rise in their numbers have already been referred to. The practice has been encouraged throughout the quinquennium and lately with an appearance of success from a numerical point of view. During the last year it received a great impetus from the system of capitation grants sanctioned by Government. At first a grant of four annas per girl was sanctioned; but being considered extravagant it was subsequently reduced to eight annas for every five. The number of girls thus educated rose rapidly from 6,305 to 10,645. It is curious and interesting to trace the effect of the measure in different parts of the provinces. In some districts it had no effect; in Bulandshahr the people are not inclined to allow their young girls to read with boys; in Mainpuri "the system would have been more popular if all village school masters were old men!" In Sultanpur indifference rendered the measure abortive and the money allotted for the purpose could not be utilized; in Unao the total number was only 24. But in almost every other district the attendance went up by leaps and bounds. In the first circle the number doubled during the year; and in the sixth circle it was quadrupled. The increase would undoubtedly have been greater if the original rate of capitation grant had been maintained. In fact, the attendance in some districts has been in exact proportion to the amount of remuneration offered. The Chairman of Mainpuri writes: "In March 1906 there were said to be 616 girls reading in boys' schools. They were hastily enrolled by teachers in the hope that they would get four annas per month per girl. After long delay an allowance of eight annas for every five girls was paid. The numbers in March 1907 were 378. Probably about 50 per cent. are in regular attendance." In Jhansi and Jalaun the subsequent decrease in numbers is attributed to the disappointment of the teachers at not getting the promised four annas; in Garhwal, the teachers at first bestirred themselves to collect girls, but relaxed their energy after the reduction of the grant; and in Saharanpur the reduction has resulted in a practical cessation of such attendance. "The teachers," writes the Chairman, "apparently consider the reduced allowance an insufficient inducement to them to persuade parents to send their girls to school along with the boys." In Azamgarh the opinion is expressed that the measure seems merely to have excited the cupidity of the teachers. The Chairman reports: "507 girls have been admitted in primary schools for boys during the year and Rs. 227 were paid as capitation fee at the sanctioned rate up to 31st March 1907. Recent inquiries indicate that some of these admissions are not genuine and more careful supervision is now being exercised." The decline in numbers that followed the reduction of the capitation fee raises a disquieting doubt whether the inflation of the attendance resulting from the grant was due to any real enthusiasm for the advance of female education. It is reported that little girls so enrolled are not being properly taught, but are being induced to sit in the class room merely for mercenary reasons. The scheme cannot, I fear, be relied on as a really permanent and satisfactory means of spreading education among women. The real drawback to it is that girls have to be removed from boys' schools before they have learnt enough to make their attendance there worth while. A bribe of four annas a head may be sufficient to induce teachers to enrol tiny girls, but except on paper it does not mean any real progress in female education.

When the rate of capitation grant was reduced from four annas a head to eight annas for five girls, many boards found it impossible to spend the allotments given them for such grants; so that out of Rs. 17,362 distributed for the purpose from the six-lakh grant, only Rs. 3,976 were actually spent in this way.

The Commissioner of Benares Division writes:—"I do not think that much will be effected in the way of attracting girls to boys' schools and I doubt the desirability of this method of spreading female education."

Private enterprise.

It has been mentioned above that private effort has not been wanting, and it is a pleasure to record instances of schools opened by private individuals at their own expense. In Partabgarh the Hon'ble Raja Partab Bahadur Singh, C.I.E., maintains the Rampriya Kanya Pathshala and the Rani often teaches in it herself. The Rani of Ramnagar in Bara Banki has founded a 'Coronation Prize' for giving prizes in girls' schools. In Rae Bareli the Rani of Tilohi has opened a girls' school of her own, in the progress of which she is keenly interested. The Chairman of Basti gives a detailed account of private effort in his district. He writes:—

"In last year's report instances were given which pointed to the growth of the desire for the education of girls. Further instances may now be quoted. The zamindars of Barakauni have provided and furnished a girls' school at their own expense, and put in a Brahman lady of local influence and good reputation as mistress. Great interest is being shown in another school at Bhanpur, where the enrolment is now 31. The tuition is being improved and knitting classes have been opened. The Keotali school, which Babu Suraj Bakhsh Singh started with his own grand-daughter as teacher, has continued to do well. The plant is growing, but care must be taken that it is not crushed by official pressure. Much can be done by moulding public opinion; but too much inspection and insistence on standards is to be deprecated. The plant should be allowed to develop in its own way. The first necessity is to broaden the basis and increase the number of girls who can read and write. The desire for better teaching and better education will follow of itself."

There is no doubt about the soundness of the Chairman's remarks but there is no inclination upon the part of the department to enforce stringently the ordinary standards. But there are other schools which show what enlightened and progressive individuals can accomplish on a still larger scale. A *parda* school has been started at the Central Hindu college. There are 128 children on the rolls, whose ages vary from six to sixteen. The staff consists of two English ladies and six Hindu and Bengali mistresses. At Moradabad, through the initiative of Mr. Winter, a school called the Partab Singh girls' school has been founded, and an accomplished Hindu Lady Principal has been appointed on a salary of Rs. 300. The Collector of Moradabad gives the following account of its progress:—

"An interesting experiment was initiated by Mr. Winter. The leading Hindus of the city and district have raised a large fund and built a fine building for the accommodation of a school for the better class Hindu girls. The present number of pupils is 84, but with the assistance of the Government a large boarding house is about to be erected for the accommodation of widows, who will, it is hoped, receive therein sufficient training to enable them to proceed to a normal school, or at least to take up the occupation of private teaching in zanana."

Special mention must also be made of the Kanya Pathshala, Dehra Dun, which has made most remarkable progress since its opening in the first year of the quinquennium. It is supported by liberal endowments and subscriptions, which testify to the interest and enthusiasm it has locally aroused. It has secured a staff of competent mistresses, but the moving spirit is the Honorary Superintendent, Srimati Maha Devi, who has been awarded a Silver Kaisar-i-Hind medal in recognition of her services. Attached to the school is a boarding house, which draws pupils from far and near, including widows and married women. This year it sent up candidates to the English Middle examination for the first time. The school possesses great possibilities, but its further expansion is at present impeded by want of room.

It is in schools such as these, representing self-sacrifice and not desire for gain, managed on national yet enlightened principles, that female education, at any rate of the respectable classes, may best be promoted. It is noticeable, too, that, contrary to the opinion of the Committee, the schools at Moradabad and Dehra Dun are both receiving boarders. The possibility of inducing girls of a better class to live in boarding houses gives hope that the problem of training school

mistresses may not after all be so insoluble. With this hope a grant of Rs. 35,000 has been made for a normal school to be attached to the Crosthwaite girls' school, Allahabad.

Inspection of girls' schools

This chapter would be incomplete without a reference to an obstacle at present in the path of female education which, unlike the dearth of teachers and scholars, is in part immediately removable were funds forthcoming. I refer to the difficulties connected with the inspection of girls' schools. In the early part of the quinquennium there were four inspectresses to correspond to the number of circles in the plains, and their duty, as already pointed out, was not only to supervise and inspect schools but also to do all in their power to spread education by encouragement and persuasion. Since that time the number of inspection circles has been increased to six, but the number of inspectresses remains unchanged. They are on the average each in charge of twelve districts. Meanwhile their work has enormously increased. The number of schools under their control has multiplied, and this has involved more office work, correspondence and administration, quite apart from inspection. The Inspectress of the Moradabad circle has 250 girls' schools in her circle, though of this number 99 are inaccessible to her. The question of appointing more inspectresses and strengthening their office establishments is therefore now under consideration. When it is remembered that so many teachers are incompetent, that not a few are unreliable, that examinations behind the *parda* are frequently untrustworthy and that registers are sometimes fictitious, it is most important that nothing should stand in the way of frequent inspection. District Boards are empowered to appoint paid inspectresses and honorary inspectresses to supplement the work of circle inspectresses; but so far nothing has been done. One other difficulty connected with the inspection of girls' schools is the inaccessibility of many of them to inspectresses. The range of an inspectress is limited by metalled roads and staging bungalows, and where schools are not situated in the vicinity of these she cannot reach them and return before nightfall, yet camping with tents in view of the paucity of rural girls' schools would mean the waste of most of the days spent on tour in merely travelling from one school to another.

CHAPTER X.

Education of Special Classes.

Section A.—*Europeans and Eurasians.*

Schools and scholars.

The total number of schools has increased very slightly during the quinquennium, having risen from 58 to 62. Three of the new schools were opened during the year, a secondary school, a primary school and a railway night school. The 62 separate schools make up altogether 78 institutions, including five intermediate classes, three training classes, six special classes for preparation for the subordinate services, two special classes for art and music and two railway night schools. The above figures take no account of unrecognised schools, of which there are a number in Mussooree and a few in Allahabad, but from which returns cannot be obtained. The number on the rolls on March 31st was less than on the same date in the previous year; but these figures, varying with the relative severity of the weather at that time of year, give no accurate indication of the number of pupils under instruction. A truer criterion is the average enrolment during the year, *viz.*, 4,565, which was greater by 185 than in the previous year and was a record for the past 10 years at least. The increase has taken place most largely in secondary schools, and other special schools. If the average numbers of the last two quinquenniums are compared, there has been an increase of 2·5 per cent. a year. This is ascribed by the Inspector of the sixth circle to three causes: (1) increase of population; (2) greater desire of education; (3) an increased appreciation of the quality of education given especially in the hill schools. He remarks:—

(*Vide* General Table III for Europeans.)

Causes of increased numbers.

"There seems good reason to think that parents are becoming more alive to the advantages of education and keep their children somewhat longer at school now than formerly. About the third suggested cause it is difficult to speak with assurance, but from such facts as I have been able to obtain I am inclined to think that in secondary education the European schools in these provinces hold a high, if not the highest, place in India and attract considerable numbers from other provinces particularly to the hill schools. This is particularly noticeable in the Mussooree schools, a large proportion of whose more advanced pupils come from other provinces."

If this be correct it is certainly gratifying; but while ready to agree that we possess a few really good schools, particularly girls' schools, I hardly think that we are yet entitled to congratulate ourselves on having reached a higher standard of general excellence than other parts of India. The Inspector thinks that the hill schools, the numbers in which are certainly increasing, are benefiting at the expense of the schools in the plains. The best of the former are full, and it is noted that over one hundred applicants are rejected every year from the Oakgrove Railway school, Mussooree, which has for several years been unable to take in all the children of employés in the East Indian and North-Western Railways.

Special classes.

In the special classes there has been an increase of 70 per cent. of scholars during the past year, chiefly due to the opening of classes for manual training at the Oakgrove Railway school and at the Oudh and Rohilkhand Railway night school, Lucknow.

Expenditure and finance. (*Vide* General Table IV for Europeans.)

The total expenditure on European schools increased from Rs. 7,16,912 to Rs. 10,05,534 during the quinquennium and more than half of the increase was met from public funds. A large portion, *viz.*, about Rs. 1,09,000 of the increase in expenditure from public funds has occurred during the year under report. This is chiefly due to a special grant of Rs. 64,000 paid to the Diocesan boys' school, Naini Tal, to clear off the school debt, and to the more liberal grants now paid under the new Code. During the year under report a grant of Rs. 50,000 was made by the Government of India in connection with the new Code for improving the pay and prospects of teachers, enhancing the grants for equipment and maintenance and providing scholarships on a more liberal scale.

Collegiate education.

There are five classes for the Intermediate course, or one less than last year. The number of these fluctuates from year to year according as schools which undertake collegiate work happen to have pupils reading beyond the secondary stage or not. Thus St. George's college, Mussooree, had some Intermediate students in 1906-07, but had none in the previous year; while Caineville girls' school, Mussooree, and Wellesley girls' high school, Naini Tal, which had pupils in 1905-06 had none in 1906-07. The numbers in such classes are generally small, which seems to show that collegiate education among Europeans and Eurasians is not popular. The Inspector remarks: "The better students find that special preparation for a year

or two after passing the European high school examination readily brings within their reach promising careers in the subordinate service, whereas the possession of University degree leads itself to no career, if we except the reserved posts of Deputy Collectors, which are few and unlikely ever to attract the best men by reason of the long preparation involved and the element of uncertainty in the result." He thinks that the prospects of a "moderately clever and industrious lad" are in India at the present time remarkably good, very much better than those of a young man in England similarly situated. This is not apparently the view of parents; for those who can by any means afford it, send their sons to Europe to finish their education. Indeed, it is the constant complaint among headmasters that clever boys are removed just when they are likely to do credit to the school. The Inspector's remarks do not (he admits) apply to the profession of teaching, for he says: "Least of all can young men of parts be expected to seek a career in the teaching profession in which, in European schools at any rate, prospects are extremely poor." This is the real reason why so few Europeans study for a University degree. Collegiate education for women, on the other hand, is more hopeful, because the teaching profession, in which the possession of a degree is highly advantageous, has more attractions for them.

The new Code.

The revision of the code, which was commenced in 1902, was completed during the quinquennium. The issue of the revised edition was delayed owing to a flaw in the calculations of the committee originally appointed to undertake the work. Its introduction last year constitutes an event of considerable importance. As the important changes which it has introduced are operative in all parts of India and Burma, it is not necessary to enumerate them here, and it is too soon yet to comment upon their effects. Two observations may, however, be safely made: the abolition of grants for free day scholars has been a heavy blow to several day schools for poor children, in which many of the children pay no fees and few or none pay adequate fees; and the relatively small increase in the rates for ordinary grants has produced considerable disappointment. Schools which have to pay their teachers at the market value, in fact all those that cannot rely upon the missionary spirit of self-sacrifice, still see no hope of keeping out of debt, if they attempt to provide efficient instruction.

Text-Book Committee.

A Text-Book Committee was formed in 1903 specially for European schools, to make recommendations concerning books suitable for use in schools and school libraries. It is composed of headmasters and head mistresses and the Inspector is the secretary. The Inspector has, however, made no mention of its operations in his report.

Examinations.

In the high school examination there were fifteen fewer candidates last year owing to a falling off in the number of girls; but eleven more passed than in the previous year, though only eight out of 154 were placed in the first division. The girls achieved better results than the boys. In the middle examination the number of candidates was four less than last year. The percentage of passes was much smaller than in the high school examination and only three candidates, all girls, were placed in the first division. At the primary examination there was a considerable increase in the number of passes, especially amongst the boys. Nineteen per cent. of the successful candidates were placed in the first division.

In the high school examination the mathematics paper was done much better this year than in the preceding year, the improvement being most marked among girl candidates. Considerable improvement was noted also in the papers in arithmetic and political economy. The examiners in language, however, had again to remark on the very unsatisfactory character of the papers submitted. Composition appears to have been systematically neglected and in vernacular the spelling is reported to have generally been extremely poor. The trigonometry paper, which may have been a little harder than last year's paper, was reported to have been very badly done by the candidates except those from one or two of the best schools. The history papers sent in were with a few exceptions unusually poor. In the other papers the results were on the whole satisfactory.

In the middle examination the vernacular results were rather poor, less than half the number of boy candidates gaining pass marks. The girls, however, did very much better. History was also a weak subject, especially among boy

candidates, and English text-books were not so well known as they ought to have been. The other papers reached a fair standard of excellence. In the primary examination the weak subject was again drawing.

SECTION B.—*Hindus and Muhammadans.*

The increase in the number of Hindu scholars during the quinquennium is 1,32,698, whilst the Muhammadans have increased by 19,565. Thus the Hindus have increased by 37 per cent., the Muhammadans by only 21 per cent. Comparatively speaking, therefore, the latter community has lost ground, just as it did during the preceding five years. In 1901-02 Muhammadans formed 20·7 per cent. of the pupils, they now form only 18·7. But there is one satisfactory feature of the statistics, and that is that the number of Muhammadans reading in colleges has nearly doubled, having risen from 460 to 802. Of these, however, nearly half are at Aligarh, which draws a number of its students from outside these provinces. The number of students from both communities has declined in private institutions; but the Muhammadans with whom, as remarked elsewhere, such education is more popular, have fallen off less rapidly. Though they are steadily losing their lead, the Muhammadans still have more children in proportion to the population undergoing education than the Hindus; further the percentage of children under education to those of school-going age is 11 amongst the Muhammadans, but only 7·87 amongst the Hindus. It is interesting to notice also that Muhammadans are better represented in secondary than in primary schools; in the former they constitute 22 per cent. of the total number, in the latter only 13 per cent. In the matter of female education the Hindus have advanced much more rapidly than the Muhammadans. Five years ago the number of Hindu girls under education was rather more than double that of Muhammadan girls; they are now nearly four times as numerous, the numbers respectively being 27,143 and 10,188. The state of things cannot be regarded as satisfactory; but the leaders of the Muhammadan community are alive to the situation and are endeavouring by speech and action, none too soon, to promote education and arrest the decline of their community.

SECTION C.—*Colvin Taluqdars' School, Lucknow.*

During the quinquennium the number of pupils on the roll rose from 40 in 1903 to 55 in the year preceding that under report. This expansion has been made possible by the extension of accommodation. In 1906-07, however, the number fell to 40; because, although the health of the school was excellent, the severity of plague in Lucknow made parents afraid to send their boys to school. The best result since 1903 has been attained this year in the Entrance examination, in which four boys appeared and three passed. It is satisfactory to record that the committee have practically doubled the salaries of the native masters, with the result that it is possible to staff the school from the lowest form with trained graduates. The attention paid to games and out-door sports is an essential feature of the education given at this school, and the results prove that under proper supervision skill in games does not necessarily mean poor results in school work. The school is justly proud of having been allowed to supply a guard of honour to Their Royal Highnesses the Prince and Princess of Wales when they visited Lucknow in March 1906.

SECTION D.—*The Reformatory School, Chunar.*

The school was removed in August 1902 from Bareilly to its present home, the old fort at Chunar, which was, not without some detriment to its archæological interest, adapted to accommodate it. The expectation that it would be needed for as many as 350 boys has happily not been fulfilled. The number has on the contrary been steadily decreasing. Five years ago the number was 256; last year it was only 140. The attempt to work the institution more on the lines of an ordinary school has been attended with considerable success, but it has entailed additional expenditure on staff. Three teachers have been added and nearly all the staff provided with quarters. Amongst the additions to the staff may be specially mentioned a whole-time civil hospital assistant and a compounder, to look after the health of the boys. More trade masters have had to be employed owing to the introduction of new industries, and newer and more up-to-date methods have been introduced as a result of the visits paid by the superintendent to other reformatories. The last annual report of the school enumerates ten trades practised at the school. It is a matter for regret that more boys do not subsequently

practice the industries learnt at the school; but even though they do not take as a rule to the trades they have learnt there, they have in the process of learning them acquired habits of industry and manual dexterity which should serve them well in after life. When the school was taken over by the Department the standard of general education was very low indeed, but by thorough reorganisation of the work and the appointment of more and better qualified teachers a revolution has in this respect been effected; and the results of standard examinations now compare not unfavourably with those of ordinary primary schools outside. An upper primary section was opened last year.

Discipline has of course to be more rigidly maintained there than in ordinary schools; but the occasions for inflicting severe punishment are growing less frequent and the general behaviour is improving from year to year. The boys do not appear unhappy and their general health has been good. Attempts at escape are, considering the facilities afforded by the configuration of the fort, surprisingly few. During the period two attempts have been made, of which one was successful. The moral training of the boys has not been neglected and by the kindly offices of a local pandit religious instruction has been afforded to the Hindu boys. The success of the school is, however, best judged by the after conduct of those who have passed through it. Out of 153 who have left during the last three years, 14 only have been reconvicted. If the associations under which their early years have been passed are remembered, and the temptations to return to evil courses to which they are subjected on leaving are considered, this result will not appear to reflect discreditably upon the school. What to do with those who leave is always a difficult problem; but as far as possible and when necessary, employment is found for them. The licensing system has been tried, but it has not proved very successful. Employers are rather exacting and the boys prefer to live among their companions at the school to the friendlessness and drudgery which they usually meet with when licensed out. Watch is maintained by the Department through the deputy inspectors over boys who have been discharged. The number of those who are lost sight of continues to be considerable, amounting to 33 out of 153 in the last three years. Steps have, however, lately been taken to keep in better touch with them.

The improvements mentioned have involved an increase in the expenditure, which amounted this year to Rs. 26,554. In 1902 the average expenditure on each boy was Rs. 88 and in 1905 Rs. 133. This year it rose to Rs. 190, the increase being due to necessary additional expenditure and to the falling off in numbers. The total profits for the year amounted to Rs. 871.

CHAPTER XI.

Private Institutions.

There has been a marked and steady decline in every class of these institutions during the quinquennium. The number of schools has fallen from 6,071 to 4,570, a decline of nearly 25 per cent., whilst the enrolment has diminished by nearly 5,000 during the year and by 15,000 or 18 per cent. during the quinquennium. The decline may be attributed in part to plague and famine, but in a greater measure to the increase in board and aided schools. It is a curious fact that almost half the private schools are to be found in the first circle. I am wholly unable to account for this. The chief decrease has taken place in elementary vernacular and Arabic and Persian schools, and the least in the Koran schools; but in Bundelkhand the two latter kinds of schools have, strangely enough, increased, in spite of, or, as the Inspector suggests, because of hard times, which stimulate piety and religious studies. In the fifth circle there has been a slight increase in vernacular elementary and in girls' schools. As, however, the returns for private institutions are never very reliable, in consequence of the fluctuating and unstable character of this class of school, it is unsafe to make generalisations on a comparison of the figures of one year with another. It is noticeable that while there are no Muhammadans in Sanskrit schools, there are a few Hindus studying in Koran schools. Private institutions, probably because of their sectarian character, continue to be more popular with the Muhammadans who form almost half the total number of scholars. The vast majority of the schools are extremely small and hardly deserved to be classed as schools at all. The average number of scholars for all the schools is only fifteen, whilst in the best attended schools, *viz.*, those in which the Koran is taught, the average is only twenty. (*Vide* General Table III.)

Though the efficiency of private schools undoubtedly falls very far short of that required by departmental standards, their gradual disappearance is to be deplored; for, as the Assistant Inspector of the Meerut division remarks: "they give the boys a knowledge of a language or two and a decent acquaintance with accounts and the native system of book-keeping." The Chairman of Basti's remarks in reference to the conversion of aided schools into board schools, apply universally to these schools as well. He says: "It is to be hoped that no desire for general free education will lead to the discouragement of the indigenous schools in crowded eastern districts. They have grown up spontaneously, are suited to the people and fill a place which the board will probably never have the means to supply." It might further be added that private institutions often represent the last vestiges of sectarian and religious teaching, and for this reason, if for no other, deserve to be preserved. To the Muhammadan community their total disappearance would be little short of a calamity in the present state of things.

Some of the institutions are not elementary. The Arabic school at Deoband, the most important of its kind, maintains its reputation as a home of Arabic learning of the old type, and had 267 scholars on its rolls on March 31st, 1907. Among the Sanskrit Pathshalas may be specially mentioned those at Pilibhit, Thakurdwara and Ballia. The endeavours of the founders and proprietors of such institutions to foster the study of classical languages are deserving of all praise, and long may their institutions flourish and attract genuine students that care for learning for its own sake!

CHAPTER XII.

Physical and Moral Training.

Physical training.

Physical training has made great progress during the quinquennium. Its importance as an essential part of a complete education is now far more generally recognised, it is more systematically taught, and its organisation is vastly improved.

In anglo-vernacular schools.

In anglo-vernacular schools at the beginning of the quinquennium the interest in athletics appears to have been confined almost wholly to the inter-school tournaments organised by circle Inspectors. These aroused spasmodic interest and excitement and encouraged emulation between rival schools; but there was no regular organisation of the physical side of education, which seems to have depended rather on the interest and enthusiasm displayed by individual headmasters or managers. As a rule only those took part in games who thought they had a chance of representing their school in the tournament. Prowess in the tournament still receives more than its due meed of praise; but games and athletics are growing more popular for their own sake among the general body of scholars. The Indian parent is beginning more generally to recognise their value in character-building and in promoting physical health, and it is not now common to find a father objecting to his son's taking part in games on the ground that he sent him to school to work not to play.

Want of play grounds.

The difficulty of securing land for play grounds is in many places insurmountable. Many schools situated in the heart of large towns are very badly off in this respect. Either they have no play ground at all or else it is so far off and so much time is taken up in going to and fro that not many boys go to it. Under such conditions games cannot flourish. Many other schools do indeed possess play grounds, but they are too small. This matter is alluded to in inspection reports. "The popularity of games is limited by want of good play grounds," the Inspector of the first circle writes, "where these do not exist, games are bound to languish. I am happy to state that there everywhere exists a desire to acquire a play ground either by rent or purchase, and that in all plans for new schools a play ground is provided." Similarly the Inspector of the fifth circle writes: "There is a great lack of play grounds in the anglo-vernacular schools. This want is prominent in Jaunpur, which would turn out some of the best athletes in the circle, were the boys but given proper opportunities for practice." And he describes how the District school and the Mission school both use the play ground in the Fort, which is too small even for one school. No school in the sixth circle has a suitable play ground of its own, owing to the great cost involved in levelling a sufficient space in the hills. The present tendency of building schools outside towns should make it easier in future for educational authorities to supply play grounds.

Gymnastics, drill and *desi kasrat*.

Drill and gymnastics have never been as popular as cricket and football and tug-of-war. The Inspector of the second circle remarks: "The long flowing *chapkan* of the Indian boy is in his way, and the town boy, unlike his rustic compeer, feels awkward without his usual clothes, which are unsuitable for calisthenic movements." But there has been immense improvement in both drill and gymnastics since the custom arose of employing trained and competent instructors. The employment of special instructors is not an innovation, for a few schools have for several years possessed them; but it is only during the quinquennium that the use of them has become general. Thus in the first circle the only school which had a gymnastic instructor was Bareilly. Now there is one in each district school, and he is usually paid out of district board funds. The Inspector notes that this is a much better plan than paying him out of the recreation fund, which was the practice at first; for the funds can only meet the cost at the expense of the supply of cricket and football gear. Similarly in the Agra circle seven out of nine district schools have regular instructors. Aided schools also are beginning in larger numbers to employ them. Upon the subject of employing gymnastic instructors instead of requiring class teachers to instruct the boys in drill and gymnastics, one Inspector remarks:—

"In anglo-vernacular schools where physical exercises are taught by class teachers the performances are usually feeble and slovenly.

The fact was the teachers in anglo-vernacular schools were untrained and apathetic. Moreover, the boys in anglo-vernacular schools do not take to drill so readily as vernacular school boys. Nevertheless, where the instructors are really keen and skilful, the results are excellent; and a general improvement may be expected, as more and more normal passed men are employed for vernacular work in English schools."

The introduction of *desi kasrat* from the Central Provinces in 1903 has certainly given a great impetus to the physical side of education, and the simpler exercises are admirably adapted for their purpose; but the complaint was general that several of the more advanced exercises were too complicated and difficult, caused strain and required the students to assume ludicrous or undignified postures. These have been eliminated or made optional in vernacular schools, in which alone the text-book is still used. In anglo-vernacular schools it has been replaced by a drill book prepared by Messrs. Kaye and Kempster, which retains the more suitable *desi kasrat* exercises and has in addition dumb-bell exercises and elementary gymnastics. The value of the book, moreover, is enhanced by illustrations, which are useful alike to teacher and taught. Mr. Radice writes in reference to the teaching of *desi kasrat*:—

"Parents and boys have grown enthusiastic over it and during the cold weather I saw more than once a whole village full of fond parents turning out to watch the prowess of their young hopefuls. At Christmas no less than 1,500 boys marched into Benares to take part in a district tournament at the Victoria Park, and the evolutions performed by about 250 picked boys from various schools were much appreciated by a large number of spectators."

Inter-school tournaments.

Inter-school tournaments, which have been already alluded to, were held in all circles but the sixth, where the physical and other difficulties have proved hitherto insurmountable. During the quinquennium some of them fell through owing to the plague, but this year all were held and proved very popular and successful. Public interest was manifested in contributions from district and municipal boards and private subscriptions. The reports show that they passed off smoothly and harmoniously and that the conduct of both competitors and spectators was generally satisfactory. There certainly seems to have been an improvement in the conduct of competitors; but that there is room for more is clear from certain remarks in inspection reports. The Inspector of schools, first circle, writes: "Although the rules have acted as a useful check on professionalism, the spirit is by no means extinct and the sportsmanlike spirit by no means universal. Moreover, the tendency to exaggerate the value of athletic prowess requires to be checked." The Inspector of the fourth circle writes to the same effect: "These tournaments though very desirable are not an unmixed blessing. Indian students are as a rule slow to grasp the real meaning of sportsmanlike behaviour, and the result is that friction and ill-feeling are sometimes in evidence. Another matter that has had to be guarded against is the tendency to harbour 'pot hunters' and to give undue attention to games." There is another aspect of these tournaments which also calls for adverse criticism. The increase in the number of schools competing and the variety of contests, including cricket, football, hockey, tug-of-war, gymnastics and athletic sports, has meant an undue prolongation of these Olympic contests, and while they seriously interfere with ordinary school work, they also impose severe physical strain on many of the competitors. Wherever possible preliminary district tournaments are held; but in many districts there are not two competing schools. It is therefore matter for satisfaction that one effect of the redistribution of the circles will be the reduction of inter-school tournaments to more manageable compass. Tournaments should not be allowed to dominate school games and athletics so completely as at present, and less attention should be paid by inspecting officers to success in them than to the popularity of games throughout a school.

Middle vernacular schools.

But the most remarkable development of physical education has taken place in vernacular schools, where the progress has been really wonderful. It is, of course, mainly limited to drill, *desi kasrat*, and athletics; for town schools as a rule have not the funds for purchasing the materials required for games like cricket, and as regards play grounds they are much worse off than English schools.

Gymnastics, drill and *desi kasrat*, which require small space and little apparatus, flourish, and a comparatively high standard of proficiency is frequently obtained. It has become a matter of pride with many head teachers and district inspecting

officers, both of whom have shewn much zeal in the matter, to turn out their boys well trained physically. The form displayed by some schools is quite admirable. Indian games and wrestling are practised in several of these schools, and it would be well if they were more generally encouraged; for they do not need expensive gear and are peculiarly suitable to boys of the class attending vernacular schools.

It is only lately that Boards have begun to admit the need of play grounds for town schools; but under the new District board rules they are instructed to provide sufficient land for the purpose in all new town school buildings. The Chairman of Budaun writes: "It is not easy to find space for a play ground for these middle schools in the neighbourhood of towns. The subject is one which I think the Board might well take up and invite the assistance of zamindars of the locality. For town bred boys and boarders a decent play ground seems to me a requirement the necessity of which is often overlooked." As an example of the way in which the difficulty may be overcome, I may mention the action of the municipal board of Sikandrabad, Bulandshahr, which the Chairman reports has just completed a very fine recreation ground with one portion for the use of all school boys in the town and another for the use of the local athletic clubs. "It is," he adds, "to be sincerely hoped that this will help to improve the health and physique and morality of the rising generation in Sikandrabad."

The marked improvement in physical training that has taken place in vernacular schools may be attributed to three causes: first, the compulsory physical training of students in normal schools; secondly, the employment by boards of travelling gymnastic and drill instructors; and thirdly, the institution of district tournaments. It is a great aid to discipline for the teacher to be able to drill his own class, and many trained teachers do it very well. There is generally at least one travelling gymnastic instructor for each district, often there are two, and in some districts there are more. In the first circle there are now 25 for 10 districts, and in the Meerut division alone the number has increased in five years from two to 15. While they instruct untrained teachers in the way to drill a class they also polish the work done by trained teachers and serve to maintain a uniform standard; they also teach gymnastics, which class teachers are seldom able to do. The Inspector of the fourth circle remarks of them: "They are usually first class normal school men and do their work really well." But he adds: "The ardour of some becomes damped by the inconvenience of travelling and by finding their contemporaries better paid as ordinary teachers." The remedy is to draft them into schools as ordinary class teachers after two or three years of such work.

The practice of holding district tournaments for vernacular schools also is spreading, and they are now held in most districts. In fact they are becoming a regular event in the vernacular school calendar and are looked forward to with keen interest. The expenses are met from district boards' funds and private contributions; for they attract much local interest and support. They are held exclusively for vernacular schools and are of a purely athletic character. An experiment was tried of having mixed tournaments for both English and vernacular schools, but it was found that the former possessed an unfair advantage in games, such as cricket and football, as they alone had sufficient funds for practising them properly, and the experiment was therefore given up. The popularity of the tournaments is illustrated by the number of competitors, who bid fair to rival those at the circle tournaments. In one district there are said to have been 370 competitors. Where entries are so numerous, the plan adopted in the Meerut district of holding preliminary tahsil tournaments seems worthy of imitation.

Primary schools.

The progress in primary schools has been equally remarkable. In 1901-02 an Inspector reported that there was practically no physical education in primary schools, and in 1904 it was remarked that *desi kasrat* was not successful in village schools. A great change has taken place since then. "It is," as the Inspector of the fifth circle remarks, "universal and popular in village schools." There is of course a great variation still in the standard attained in different schools. Everything depends on the skill and zeal of the teacher. "It is certainly true in too many cases," the same Inspector remarks, "that the teachers are not careful enough to see that exercises are gone through with perfect accuracy and precision." But there are notable exceptions, and the case mentioned by him of a school of 50 boys who, even down to the very smallest, performed all the *desi kasrat* exercises together with clock-work precision, is probably no isolated instance.

Moral Training.

Moral training.

School and college, which are attended only a few hours daily for a few years, can contribute only a portion of the various influences which act upon the character of the student, and therefore cannot be held to be wholly responsible for the ultimate moral type produced. They do, however, exercise a powerful influence, for the years spent there are the most impressionable of life; and one of the signs of the times is the growing recognition of the importance in the education of youth of moral training and the inadequacy of merely secular knowledge or the capacity to pass examinations. The complaint is often made that the education given in our schools leaves a good deal to be desired on the moral side; and thoughtful and observant men express uneasiness at the decay of good manners and the deterioration of conduct. A variety of suggestions and some attempts have been made to remedy the defects by more or less direct methods of moral instruction. In State schools, where as elsewhere it is the settled policy of Government to observe strict religious neutrality the familiar method of imparting moral instruction through religious lessons cannot be incorporated in the curriculum. Though for this reason we are happily free from the religious differences which tend to embitter public life in countries in which education is not strictly secular, yet the absence of any religious teaching whatever in State schools of all degrees makes the problem of imparting moral instruction peculiarly difficult. Indian writers are accustomed to inveigh against the lack of reverence for spiritual things engendered by a system of purely secular education; but no one has yet suggested a satisfactory means of overcoming the difficulties that lie in the way of fostering reverence. Religion and morality which should go hand in hand are in this country too often inevitably divorced. The earnest teacher is usually debarred from enforcing his moral lessons by appeal to religious sanctions, for the wall of religious difference intervenes between him and many of his scholars. The permission given to the different creeds and denominations to make their own arrangements, out of school hours but in the school building, separately for the religious instruction of scholars has not anywhere been taken advantage of, though granted in response to the request of influential persons. In Christian Mission schools and colleges, however, an attempt is made to teach morality through Bible lessons, and special lectures are in some given on moral and religious topics; but as the great majority of scholars are Hindu or Muhammadan the attempt is but partially successful. It is not that the people are generally indifferent. In the Meerut college, for instance, there are endowments for the teaching of both Hinduism and Muhammadanism; but the difficulty of finding a common meeting ground for the sects of either religion has not been overcome. At the Aligarh college and the Central Hindu college arrangements for religious instruction have existed from the first. In this respect denominational institutions like the Kayastha Pathshala, where the students are able to assemble for common prayers, are more favourably situated. Religious lessons are also a regular feature in the Dayanand Anglo-Vedic schools. But in the vast majority of schools moral training must be given either directly through moral text-books—a means that has never by itself proved of much value—or indirectly through school discipline, the personal influence of teachers, well-managed hostels and the moral effect of games and physical exercises.

School training requires as its foundation good training at home, and, where this is absent, nothing else can really make up for it. Unfortunately, schools do not invariably get the support from parents which they have a right to expect. The parent is often either indulgent or indifferent and quite ready to connive at the breaking of rules, the value of which for other people's children he is ready to admit. Consequently the school master often feels that his efforts in school are thwarted as much by the parent as by the nature of the pupil. Many parents seem unaware how much they could help in moral training by enforcing punctuality and regularity in attendance at school. One of our most successful headmasters, who should on this ground have less cause of complaint than most, remarks: "Parents do not help us as they should by insisting on their sons returning regularly from leave and applications for leave are far too frequent to have anything but a harmful effect upon regular work." Another way in which parents might help is by keeping their boys at the same school as long as possible. Instead they are constantly withdrawing their boys to send them to a neighbouring school upon some fancied or wholly insignificant advantage that they hope to gain from the

change. The result is that the boy becomes a migratory animal and does not stay at any particular school long enough to take the impress of its tone and life. The same headmaster observes pointedly: "The real product of our school is the boy who comes to us young and steadily works his way up to the Entrance class . . . . . For this boy and his like we are entirely responsible, and if we are judged by our own products, I do not think we shall fail to pass the test of criticism. We cannot be responsible for boys who come to us late in life, who gain admission to the ninth or Entrance class . . . . . " Transfers are inevitable in certain cases, but they should be reduced to a minimum. The University and the Department by inter-collegiate rules, inter-school rules and transfer certificates, do what they can to minimise the evils of migration. But the greatest influence for good in moral training is the character of the teacher. If he is earnest and high-minded, his pupils cannot fail to profit by his teaching and example.

The hostel system, which is becoming more and more an integral feature of University and secondary education, contains many possibilities for good. It has grown remarkably of late, and hostel management is steadily improving. As a safeguard against external evil influences and as a stimulus to regular habits common action and *esprit de corps*, its value is inestimable; but it is proving useful in a way which was not foreseen. In recent years several denominational hostels have been attached both to aided and Government institutions, and in them it is possible to give that combined moral and religious instruction which cannot be given in either school or college. It is in hostels also that games and athletics, which, if rationally conducted, do undoubtedly produce a good moral effect, can best be fostered. But there is another side to the picture, and a writer in an Indian Educational Magazine, who was himself recently an inmate of a large University hostel, has given a description of the life there that does not make at all pleasant reading. He speaks of the lawlessness, the rowdiness and uproar as making quiet study well nigh impossible, and of the molestation of the industrious by bands of idlers intent on mischief. If this account is to be trusted as representing a common state of things, it shows that it is not wise to herd large bodies of students together in a single building, and that the importance of selecting as superintendent a man of good standing and education and a strict disciplinarian and giving full powers into his hands cannot be exaggerated. I fear that in several of our hostels, especially some of those maintained by private persons or bodies, the state of discipline has for some time been far from satisfactory, chiefly through want of proper supervision. The recent irruption of the student into the arena of politics and the measures taken to exclude him from it form an episode that rightly belongs to the year 1907-08; but the ferment among them could not have culminated in the recent scandals—at Allahabad in particular—had measures been taken in time by those responsible for the maintenance of discipline to check the growing violence. It is to the credit of the great majority of students rather than of those set in authority over them, that they kept aloof and did not take the few light-headed youths who posed as leaders of a new political movement too seriously. The next quinquennium should be an era of strenuous endeavour to improve the morals and the manners of students of all classes; for the closing months of the present one have shown the danger of letting students grow up without constant and careful attention to both upon the part of those set in authority over them.

The conduct of scholars in vernacular schools.

Little need be said about the conduct of scholars in vernacular schools. It has been satisfactory on the whole all through the quinquennium, and very few serious cases of indiscipline or misconduct have been brought to notice. Though complaints are sometimes heard of the decay of manners in English schools, the demeanour and behaviour of the boys of vernacular ones appear to have been satisfactory. The abolition of fines in 1905 led to a good deal of irregularity and unpunctuality, which are endemic in Indian schools, and made the exercise of discipline somewhat difficult. But since they have been restored for certain offences proper discipline seems to be maintained again. The schools have fortunately kept free from the political contagion, which has infected even vernacular school boys in other provinces.

CHAPTER XIII.

Preparation and Distribution of Text-Books.

Text-Book Committee.

While the reduction in the number of members effected in 1901 has had the effect of vivifying the committee's interest in its work, since all must now actively participate, the difficulty of securing the representation of various bodies that have a claim to a voice in the selection of text-books has become much greater. Further, it is no easy matter to arrange with so small a body for the proper distribution of members among the five sub-committees that report to the general committee. The old constitution, while it was somewhat unwieldy, secured a wider representation of interests and made it easier to choose for work upon the sub-committee's members thoroughly qualified to pronounce an opinion upon the merits of a book in a particular subject.

Work of the Committee.

Seeing that of the four hundred and four publications considered this year by the committee none was thought fit to replace a text-book already in use, scarcely any were approved as alternatives, and but a small number were recommended for libraries, prizes and teachers' use, the inference seems to be that a great deal of time is wasted in the production of unsuitable or unnecessary school books.

Alternative text-books.

It is one of the duties of the committee to recommend alternative text-books and of late the number has been greatly increased. The advantage of prescribing alternative text-books is that it prevents monopolies and allows teachers to exercise individual preference; but it has its drawbacks. In these provinces where migration from one school to another is so common and so frequently unavoidable there is a good deal to be said from the parent's point of view for the use of the same text-books in all schools. It adds considerably to the expense of a transfer from one district to another if it means the purchase of entirely new sets of school books for one's children.

New vernacular readers.

An important task which has engaged the attention of the committee for a large part of the quinquennium calls for special notice. In the first year of the period it was decided that all text-books in primary classes should be written in the language of everyday life and that the subject-matter of both Hindi and Urdu versions should be the same. The vernacular readers in use had frequently been condemned as unsatisfactory, not only in point of matter but because of the large infusion of unfamiliar, pedantic and difficult words. The marked divergence in language between the Urdu and Hindi readers caused great inconvenience in schools and accentuated a harmful tendency in modern vernacular literature. It was therefore necessary to replace the present readers by others drawn up on quite different lines. After careful consideration a syllabus was prepared and published under the orders of Government indicating the kind of matter that the readers should contain; and then the preparation of the required text-books was thrown open to competition, rewards were offered, and a special committee was appointed by Government to select the most suitable of the books submitted. The first sets of readers sent in were thought to be too difficult, and fresh instructions of a more precise nature were issued and new and revised readers called for. Finally, a set of readers was approved as fulfilling satisfactorily all requirements. It consisted of a general reader for lower primary classes, and a science reader and literary reader for upper primary classes. The language used was the same in the prose pieces in both the Urdu and Hindi versions, but in the poetry selections was necessarily different. The lessons are on various subjects, hygiene, domestic economy, agriculture, and plant and animal life and are interspersed with biographical and moral tales. This series is now in use, but it is too soon yet to say whether it gives general satisfaction. It has, however one great advantage over its predecessors: it is profusely and well illustrated. The Government has since offered a reward of Rs. 500 for similar readers for girls' schools.

The abolition of book depôts.

The abolition of book depôts has been steadily proceeding during the quinquennium and several more were closed during the year. They were originally private enterprises of the deputy inspectors; but to this method of trading there were obvious objections, and later they were taken over by district boards, but the deputy inspectors were still required to manage them. But

under neither system did they prove a success; the accounts were nearly always in a muddle and the deputy inspectors were frequently in trouble because the depôts were worked at a loss; moreover, they did not even prove efficient means of distribution. It was therefore decided to abolish them, except in the more backward districts, and to rely on private enterprise. In some cases book agents are appointed by district boards, in others the supply is thrown open to general competition. The occasional hardship to which the teacher was exposed under the book depôt system of having the price of books deducted from his salary, even though he could not always recover it from his pupils, exists no longer. Private enterprise has on the whole shown itself equal to the task of supply and complaints that books are not procurable are now less frequent.

C. F. DE LA FOSSE, M.A.,
Director of Public Instruction,
United Provinces.

ALLAHABAD:
The 19th October 1907.

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GENERAL TABLE I.

Abstract Return of Colleges, Schools and Scholars in the United Provinces at the end of the official year 1906-1907.

(For Details see General Table III.)

Area and population.			Institutions and Scholars.	Public Institutions.							Private institutions.		Grand total.	Percentage of—	
				Collegiate Education.		School Education, General.		School Education, Special.		Total of public institutions.					
Total area in square miles.	Number of towns and villages.	Population.		Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.		Advanced.	Elementary.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1,07,164	Towns 455 Villages 105,073 Total 105,528	Males 24,616,942 Females 23,074,840 Total 47,691,782	Institutions—For males	25	9	538	9,545	54	77	10,248	803	3,524	14,575	Institutions to number of towns and villages.	13·81
			Institutions—For females	4	...	44	767	6	3	824	1	242	1,067		1·01
			Institutions—Total	29	9	582	10,312	60	80	11,072	804	3,766	15,642		14·82
			Scholars—Males	3,030	961	82,955	4,09,993	982	3,824	5,01,745	15,710	48,608	5,66,063	Male scholars to male population of school-going age.	15·33
			Scholars—Females	38	1	3,891	30,973	174	75	35,152	74	4,885	40,111	Female scholars to female population of school-going age.	1·16
			Scholars—Total	3,068	962	86,846	4,40,966	1,156	3,899	5,36,897	15,784	53,493	6,06,174		8·47

GENERAL TABLE II.

Abstract Return of Expenditure on Public Instruction in the United Provinces for the official year 1906-07.

(For details see General Table IV.)

	Total Direct Expenditure on Public Instruction.							Total Indirect Expenditure on Public Instruction.								
	Collegiate Education.		School Education, General.		School Education, Special.		Total.	University.	Direction.	Inspection.	Scholarship.	Building.	Special Grants for furniture and apparatus.	Miscellaneous.	Total.	Total Expenditure on Public Instruction.
1	Arts Colleges. 2	Professional Colleges. 3	Secondary Schools. 4	Primary Schools. 5	Training Schools. 6	All other Special Schools. 7	8	9	10	11	12	13	14	15	16	17
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1 Institutions { For males	5,39,740	3,41,505	16,18,264	13,31,445	1,13,526	1,44,599	40,89,079	2,56,200	67,694	4,44,610	1,31,154	12,93,348	97,409	5,71,630	28,62,045	74,89,580
{ For females	14,092	...	3,10,726	1,71,611	39,046	2,981	5,38,456									
Total ...	5,53,832	3,41 505	19,28,990	15,03,056	1 52,572	1 47,580	46,27,535	2 56,200	67,694	4,44,610	1,31,154	12,93,348	97,409	5,71,630	28,62,045	74,89,580
2 (*a*)—Percentages of Provincial expenditure included in columns 2—17 to total Provincial expenditure on Public Instruction.	9·43	14·07	10·44	1·31	4·92	3·39	43·56	9·52	2·99	7·96	1·89	25·99	1·96	6·13	56·44	100·00
(*b*)—Percentages of Local Fund expenditure included in columns 2—17 to total Local Fund expenditure on Public Instruction.	·01	...	20·02	46·80	·92	·82	68·57	...	...	10·71	1·37	17·93	·14	1·28	31·43	100·00
(*c*)—Percentages of Municipal expenditure included in columns 2—17 to total Municipal expenditure on Public Instruction.	3·38	...	41·02	48·13	·10	1·19	93·82	...	...	·05	1·92	2·66	·97	·58	6·18	100·00
(*d*)—Percentages of total expenditure in columns 2—17 to total expenditure on Public Instruction.	7·39	4·56	25·76	20·07	2·04	1·97	61·79	3·42	·90	5·94	1·75	17·27	1·20	7·63	38·21	100·00

GENERAL TABLE II.

Abstract Return of Expenditure on Public Instruction in the United Provinces for the official year 1906-07—(concluded).

(For details see General Table IV.)

		Total Direct Expenditure on Public Instruction.						
		Collegiate Education.		School Education, General.		School Education, Special.		Total.
		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	
1		2	3	4	5	6	7	8
3. Average annual cost of educating each pupil in—		Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Government Institutions.	Cost to Provincial Revenues.	169 10 3	413 13 1	17 13 8	10 6 4	137 4 3	27 11 10	84 7 4
	Cost to Local and Municipal Funds.	...	...	1 11 5	0 1 10	...	6 3 9	2 6 1
	Total Cost ...	218 9 11	427 15 5	22 14 9	10 11 3	137 11 4	37 11 7	95 2 0
Local Fund Schools.	Cost to Provincial Revenues.	...	...	0 7 4	...	...	...	0 1 2
	Cost to Local Funds	4 13 6	...	7 11 9	3 9 2	76 11 9	5 9 7	4 5 2
	Total Cost ...	52 13 4	...	13 6 8	3 14 6	77 7 2	12 8 5	5 8 6
Municipal Schools.	Cost to Provincial Revenues.	...	...	0 1 3	...	...	...	0 0 3
	Cost to Municipal Funds.	...	...	8 9 2	4 8 1	...	44 14 5	5 5 2
	Total Cost ...	...	...	17 3 6	5 2 0	...	44 14 5	7 8 2
Institutions in Native States.	Cost to Native State Revenues.	...	...	31 12 10	0 13 4	...	...	29 10 2
	Cost to Local and Municipal Funds.	...	...	...	...	...	...	...
	Total Cost ...	...	...	31 12 10	0 13 4	...	...	29 10 2
Aided Institutions.	Cost to Provincial Revenues.	51 13 8	...	8 1 8	0 1 5	68 15 2	3 7 8	1 13 2
	Cost to Local and Municipal Funds.	4 13 9	...	5 4 10	1 14 10	18 13 2	7 11 5	2 7 11
	Total Cost ...	205 15 11	...	40 4 0	2 13 7	205 6 11	34 8 2	10 9 0
Unaided Institutions—Total Cost.		118 6 5	105 2 7	46 8 6	6 4 3	731 9 2	66 15 11	36 1 5
All Institutions.	Cost to Provincial Revenues.	72 6 3	357 1 6	2 13 0	0 1 1	97 4 11	29 5 6	1 15 3
	Cost to Local and Municipal Funds.	2 5 3	...	6 13 10	3 0 9	20 1 8	6 0 6	3 11 9
	Total Cost ..	188 3 0	383 11 5	23 0 3	3 10 7	133 7 9	39 3 10	9 3 2

GENERAL

Return of Colleges, Schools and Scholars in the

	Class of institutions.	Public							
		Under Public Manage							
		Managed by Government.				Managed by District or Municipal Boards.			
		Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
	1	2	3	4	5	6	7	8	9
	Arts Colleges.								
Collegiate Education.	English	2	435	421	377	...	...	...	...
	Oriental	1	378	406	317	1	6	6	4
	Colleges or Departments of Colleges for Professional Training.								
	Law	1	161	139	122	...	...	...	...
	Medicine	...	...	...	...	...	...	...	...
	Engineering	1	495	467	467	...	...	...	...
	Teaching	1	66	67	64	...	...	...	...
	Agriculture	1	94	95	85	...	...	...	...
	Total ...	**7**	**1,629**	**1,595**	**1,432**	**1**	**6**	**6**	**4**
School Education, General.	*Secondary Schools.*								
	For Boys — High Schools ..	1	486	483	434	37	8,207	8,261	6,918
	For Boys — Middle Schools — English,	...	...	...	...	17	1,672	1,661	1,330
	For Boys — Middle Schools — Vernacular.	6	794	785	624	318	46,591	44,458	32,983
	For Girls — High Schools ...	...	...	...	...	...	...	...	...
	For Girls — Middle Schools — English,	...	...	...	...	...	...	...	...
	For Girls — Middle Schools — Vernacular.	...	...	...	...	1	8	8	6
	Total ...	**7**	**1,280**	**1,268**	**1,058**	**373**	**56,578**	**54,388**	**41,237**
	Primary Schools.								
	For Boys	4	95	89	57	5,436	2,85,932	2,66,797	2,00,614
	For Girls	35	1,711	1,624	1,149	269	7,613	7,312	5,352
	Total ...	**39**	**1,806**	**1,713**	**1,206**	**5,705**	**2,93,545**	**2,74,109**	**2,05,966**
School Education, Special.	*Schools for Special Instruction.*								
	Training Schools for Masters,	6	708	713	669	48	274	269	257
	Training Schools for Mistresses.	1	41	40	33	...	...	...	...
	Schools of Art	...	...	...	...	...	...	...	...
	Law Schools	...	...	...	...	...	...	...	...
	Medical Schools ...	2	314	306	303	...	...	...	...
	Engineering and Surveying Schools	...	...	...	...	...	...	...	...
	Technical and Industrial Schools.	1	243	248	192	2	20	23	13
	Commercial Schools ...	...	...	...	...	...	...	...	...
	Agricultural Schools ..	...	...	...	...	...	...	...	...
	Reformatory Schools ...	1	140	144	126	...	...	...	...
	Other Schools	45	2,007	1,979	1,527	2	89	84	58
	Total ...	**56**	**3,453**	**3,430**	**2,850**	**52**	**383**	**376**	**328**
	Total of Colleges and Schools of Public Instruction.	**109**	**8,168**	**8,006**	**6,546**	**6,131**	**3,50,512**	**3,28,879**	**2,47,535**

TABLE III.

United Provinces for the official year 1906-07.

Institutions.

ment.				Under Private management.			
Maintained by Native States.				Aided by Government or by District or Municipal Boards.			
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
10	11	12	13	14	15	16	17
...	...	...	...	9	1,331	1,240	1,046
...	...	...	...	4	166	163	121
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	..	...	...
...	...	...	...	13	1,497	1,403	1,167
1	344	319	226	54	12,897	12,653	10,735
...	...	...	...	49	5,872	5,692	4,566
...	...	...	...	14	1,637	1,494	1,155
...	...	...	...	19	1,761	1,742	1,596
...	...	...	...	19	1,882	1,738	1,565
...	...	...	...	1	57	57	44
1	344	319	226	156	24,106	23,376	19,661
1	25	24	20	3,944	1,27,611	1,18,739	96,196
...	...	...	...	437	12,311	11,695	8,896
1	25	24	20	4,381	1,39,922	1,30,434	1,05,092
...	...	...	...	...	...	...	...
...	...	...	...	3	124	114	107
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	6	315	309	285
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	9	360	338	284
...	...	...	...	18	799	761	676
2	369	343	246	4,568	1,66,324	1,55,974	1,26,596

GENERAL

Return of Colleges, Schools and Scholars in the

Class of institutions.	Public Institutions. Under Private Management—(*concld.*) Unaided. Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand Total of public institutions.	Grand Total of Scholars on the 31st of March.	Number of scholars on the 31st of March learning— English.	A classical language.	A vernacular language.	Europeans and Eurasians.
1	18	19	20	21	22	23	24	25	26	27
SCHOOL EDUCATION, GENERAL. COLLEGIATE EDUCATION.										
Arts Colleges.										
English	10	475	450	394	21	2,241	2,155	859	11	54
Oriental	2	277	257	169	8	827	189	728	99	...
Colleges or Departments of Colleges for Professional Training.										
Law	5	146	122	89	6	307	307	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...
Engineering ...	...	...	...	...	1	495	495	...	...	82
Teaching	...	...	...	...	1	66	66	16	49	2
Agriculture	...	...	...	...	1	94	94	...	...	...
Total ...	**17**	**898**	**829**	**652**	**38**	**4,030**	**3,306**	**1,603**	**159**	**138**
SCHOOL EDUCATION, GENERAL. *Secondary Schools.*										
For Boys. High Schools ...	15	2,426	2,341	1,920	108	24,460	21,344	8,270	20,885	1,485
For Boys. Middle Schools English...	24	1,887	1,823	1,403	90	9,431	6,019	1,905	8,718	552
For Boys. Middle Schools Vernacular	2	54	47	39	340	49,076	...	...	49,076	...
For Girls. High Schools ...	3	98	171	215	22	1,859	1,844	429	877	1,302
For Girls. Middle Schools English...	1	73	71	62	20	1,955	1,049	33	1,743	183
For Girls. Middle Schools Vernacular	...	...	...	...	2	65	...	...	65	...
Total ...	**45**	**4538**	**4,453**	**3,639**	**582**	**86,846**	**30,256**	**10,537**	**81,364**	**3,522**
Primary Schools.										
For Boys	160	4,817	3,453	2,743	9,545	4,18,480	710	617	4,17,771	128
For Girls	26	851	844	631	767	22,486	618	91	22,141	353
Total ...	**186**	**5,668**	**4,297**	**3,374**	**10,312**	**4,40,966**	**1,328**	**708**	**4,39,912**	**481**
SCHOOL EDUCATION, SPECIAL. *Schools for Special Instruction.*										
Training Schools for Masters	...	...	...	...	54	982	...	...	982	...
Training Schools for Mistresses.	2	9	7	6	6	174	133	...	150	35
Schools of Art ...	1	1	2	2	1	1	1	...	...	1
Law Schools ...	...	...	...	...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	2	314	...	...	...	3
Engineering and Surveying Schools.	6	159	147	137	6	159	159	8	61	159
Technical and Industrial Schools.	2	204	133	117	11	782	122	25	742	...
Commercial Schools ...	...	...	...	...	...	...	...	...	...	...
Agricultural Schools ...	...	...	...	...	...	...	...	...	...	...
Reformatory Schools ...	...	...	...	...	1	140	...	...	140	...
Other Schools ...	3	47	48	34	59	2,503	249	271	1,983	83
Total ...	**14**	**420**	**337**	**296**	**140**	**5 055**	**664**	**304**	**4,058**	**281**
Total of Colleges and Schools of Public Instruction.	**262**	**11,524**	**9,916**	**7,961**	**11,072**	**5,36,897**	**35 554**	**13,252**	**5,25,493**	**4,422**
PRIVATE INSTITUTIONS. 1. *Advanced teaching*—										
(*a*) Arabic or Persian ...					483	10,081	32	9,749	304	...
(*b*) Sanskrit ... For Boys,					320	5,688	...	5,579	109	...
(*b*) Sanskrit ... For Girls,					1	15	...	15	...	...
(*c*) Any other oriental classic.					..	...	...	...	...	...
2. Elementary, teaching a vernacular only or mainly. For Boys,					2,193	31,140	588	1,073	29,254	...
2. Elementary, teaching a vernacular only or mainly. For Girls,					131	2,738	...	35	2,703	...
3. Elementary, teaching the Koran. For Boys					1,239	16,622	680	15,672	270	...
3. Elementary, teaching the Koran. For Girls,					111	938	...	918	5	...
4. Other Schools not conforming to Departmental standards. For Boys,					92	2,055	950	416	859	...
4. Other Schools not conforming to Departmental standards. For Girls,					...	...	...	...	...	...
Total ...					4,570	69,277	2,250	33,457	33,504	...
GRAND TOTAL ...					15,642	6,06,174	37,804	46,709	5,58,997	4,422

TABLE III.

United Provinces for the official year 1906-07.

Classification of scholars on the 31st of March according to race or creed.								
Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Number of girls in boys' schools.	Number of boys in girls' schools.
	Brahmans.	Non-Brahmans.						
28	29	30	31	32	33	34	35	36
50	466	1,116	554	...	1	...	2	...
...	742	33	52	...	...	...	...	...
4	72	165	63	...	3	...	...	...
...	...	...	...	...	...	...	...	...
8	64	250	91	...	...	...	...	...
...	23	34	7	...	...	...	1	...
1	11	47	35	...	...	..	...	...
63	**1,378**	**1,645**	**802**	...	**4**	...	**3**	...
851	4,553	12,471	50,55	4	37	4	163	...
643	1,409	4,735	2,073	...	6	13	158	...
116	11,863	26,155	10,922	7	...	13	136	...
523	1	20	5	4	4	...	...	223
1,529	84	136	5	...	18	...	...	197
54	8	3	...	...	...	...	...	25
3,716	**17,318**	**43,520**	**18,060**	**15**	**65**	**30**	**457**	**445**
727	1,19,284	2,43,581	54,183	82	**2**	493	8,828	...
1,060	4,656	12,108	4,265	5	...	39	..	341
1,787	**1,23,940**	**2.55,689**	**58,448**	**87**	**2**	**532**	**8,828**	**341**
...	440	430	110	...	...	2	...	...
98	10	9	22	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
72	39	157	43	...	...	...	...	...
...	...	...	...	...	...	...	...	...
293	58	158	273	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
3	14	84	39	...	...	...	...	...
14	290	1,781	330	...	5	...	...	...
480	**851**	**2,619**	**817**	...	**5**	**2**	...	...
6.046	**1,44,087**	**3.03,473**	**78,127**	**102**	**76**	**564**	**9.288**	**786**
...	114	750	9,217	...	...	...	44	...
11	4,704	973	...	...	...	...	15	...
...	4	11	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
904	5,335	19,605	5,276	2	...	18	568	...
791	418	1,340	180	...	...	9	...	80
1	...	38	16,583	...	...	...	720	...
...	...	...	938	...	...	...	...	9
2	397	927	726	...	3	...	10	...
...	...	...	...	...	...	...	...	...
1,709	**10,972**	**23,644**	**32 920**	**2**	**3**	**27**	**1,357**	**89**
7,755	**1,55,059**	**3,27,117**	**1,11,047**	**104**	**79**	**591**	**10,645**	**875**

GENERAL TABLE IIIA.

Number of Scholars on the 31st March, classified according to sex, race, or creed.

		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
				Brahmans.	Non-Brahmans.				
COLLEGIATE EDUCATION—									
Arts Colleges—									
English	Male	24	45	466	1,113	554	...	1	...
	Female	30	5	...	3	...	...	...	...
Oriental	Male	...	...	742	33	52	...	...	...
	Female	...	...	...	...	...	...	...	...
Colleges for Professional Training—									
Law	Male	...	4	72	165	63	...	3	...
	Female	...	...	...	...	...	...	...	...
Medicine	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Engineering	Male	82	8	64	250	91	...	...	...
	Female	...	...	...	...	...	...	...	...
Teaching	Male	1	...	23	34	7	...	...	...
	Female	1	...	...	...	...	...	...	...
Agriculture	Male	...	1	11	47	35	...	...	...
	Female	...	...	...	...	...	...	...	...
Total		**138**	**63**	**1,378**	**1,645**	**802**	...	**4**	...
SCHOOL EDUCATION—GENERAL—									
Secondary Schools—									
For Boys—									
High Schools	Male	1,322	851	4,553	12,471	5,055	4	37	4
	Female	163	...	...	...	...	...	...	...
Middle Schools—									
English	Male	394	643	1,409	4,735	2,073	...	6	13
	Female	158	...	...	...	...	...	...	...
Vernacular	Male	...	116	11,822	26,070	10,912	7	...	13
	Female	...	...	41	85	10	...	...	...
For Girls—									
High Schools	Male	178	34	...	7	4	...	...	...
	Female	1,124	489	1	13	1	4	4	..
Middle Schools—									
English	Male	80	61	30	26	...	...	...	...
	Female	103	1,468	54	110	5	...	18	...
Vernacular	Male	...	21	2	2	...	...	...	...
	Female	...	33	6	1	...	...	...	...
Total		**3,522**	**3,716**	**17,918**	**43,520**	**18,060**	**15**	**65**	**30**
Primary Schools—									
For Boys	Male	74	647	1,17,083	2,37,806	53,483	70	2	487
	Female	54	80	2,201	5,775	700	12	...	6
For Girls	Male	141	69	48	77	6	...	...	...
	Female	212	991	4,608	12,031	4,259	5	...	39
Total		**481**	**1,787**	**1,23,940**	**2,55,689**	**58,448**	**87**	**2**	**532**
SCHOOL EDUCATION—SPECIAL—									
Schools for Special Instruction—									
Training Schools	Male	...	...	440	430	110	...	...	2
	Female	35	98	10	9	22	...	...	...

GENERAL TABLE IIIA.

Number of Scholars on the 31st March, classified according to sex, race, or creed—(concluded).

	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
			Brahmans.	Non-Brahmans.				
SCHOOL EDUCATION—SPECIAL—*(concluded)*.								
Schools for Special Instruction—(concluded).								
Schools of Art ... Male	...	...	...	...	...	...	...	...
Female	1	...	...	...	...	...	...	...
Law Schools ... Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
Medical Schools ... Male	...	15	39	149	42	...	...	...
Female	3	57	...	8	1	...	...	...
Engineering and Surveying Schools. Male	159	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
Industrial Schools Male	...	293	58	158	273	...	...	...
Female	...	...	...	...	...	...	...	...
Agricultural Schools Male	...	..	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
Reformatory Schools Male	...	3	14	84	39	...	...	...
Female	...	...	...	...	...	...	...	...
Other Schools ... Male	78	14	290	1,781	330	...	5	...
Female	5	...	...	...	...	...	...	...
Total ...	281	480	851	2,619	817	...	5	2
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	4,422	6,046	1,44,087	3,03,473	78,127	102	76	564
PRIVATE INSTITUTIONS—								
1. ADVANCED TEACHING—								
(a) Arabic or Persian. Male	...	...	114	750	9,173	...	...	...
Female	...	...	...	...	44	...	...	...
(b) Sanskrit ... Male	...	11	4,696	966	...	...	...	...
Female	...	...	12	18	...	...	...	...
(c) Any other Oriental Classic. Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
2. ELEMENTARY TEACHING—A VERNACULAR ONLY OR MAINLY—								
For Boys ... Male	...	864	5,232	19,250	5,206	2	...	18
Female	...	40	103	355	70	...	...	...
For Girls ... Male	...	10	...	69	1	...	...	...
Female	...	781	418	1,271	179	...	...	9
3. ELEMENTARY TEACHING—THE KORAN ONLY—								
For Boys ... Male	...	1	...	38	15,863	...	...	...
Female	...	...	...	...	720	...	...	...
For Girls ... Male	...	...	...	...	9	...	...	...
Female	...	...	...	...	929	...	...	...
4. OTHER SCHOOLS NOT CONFORMING TO DEPARTMENTAL STANDARDS—								
For Boys ... Male	...	2	396	918	726	...	3	...
Female	...	...	1	9	...	...	...	...
For Girls ... Male	...	...	...	...	...	..	...	...
Female	...	...	...	...	...	...	...	...
Total of Private Institutions...	...	1,709	10,972	23,644	32,920	2	3	27
Grand Total ...	4,422	7,755	1,55,059	3,27,117	1,11,047	104	79	591

GENERAL

Return of Expenditure on Public Instruction in the

Objects of Expenditure.	Public					
	Under Public					
	Managed by Government.					
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Endowments and other sources.	Total.
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION. *Arts Colleges.*						
English	1,19,182	...	...	39,317	946	1,59,445
Oriental	21,111	...	...	...	241	21,352
Colleges or Departments of Colleges for Professional Training.						
Law	...	...	...	8,592	...	8,592
Medicine	...	...	...	...	...	...
Engineering	2,59,676	...	...	2,270	...	2,61,946
Teaching	33,699	...	...	...	...	33,699
Agriculture...	24,438	...	...	...	...	24,438
Total ...	4,58,106	...	...	50.179	1,187	5,09,472
SCHOOL EDUCATION, GENERAL. *Secondary Schools.*						
For Boys — High Schools ...	18,661	...	...	3,238	...	21,899
For Boys — Middle Schools — English ...	...	...	...	...	...	...
For Boys — Middle Schools — Vernacular	3,976	2,176	...	1,017	...	7,169
For Girls — High Schools ...	...	...	...	...	...	...
For Girls — Middle Schools — English ...	...	...	...	...	...	...
For Girls — Middle Schools — Vernacular	...	...	...	...	...	...
Total ...	22,637	2,176	...	4,255	...	29,068
Primary Schools.						
For Boys	706	...	...	234	96	1,036
For Girls	17,098	...	200	...	...	17,298
Total ...	17,804	...	200	234	96	18,334
SCHOOL EDUCATION, SPECIAL. *Schools for Special Instruction.*						
Training Schools for Masters ...	92,359	...	...	...	333	92,692
Training Schools for Mistresses ...	11,003	...	...	...	...	11,003
Schools of Art	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...
Medical Schools	31,685	...	...	...	...	31,685
Engineering and Surveying Schools	...	...	...	...	...	...
Technical and Industrial Schools ...	12,465	...	...	1,211	279	13,955
Commercial Schools	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...
Reformatory Schools	30,110	...	...	...	...	30,110
Other Schools	...	15,432	1,262	8,502	36	25,232
Total ...	1,77,622	15,432	1,262	9,713	648	2,04,677
Buildings	2,97,389	8,628	...	...	...	3,06,017
Furniture and Apparatus (Special grants only).	8,180	...	...	...	...	8,180
Total ...	3,05.569	8,628	...	...	...	3,14.197
University	...	...	...	...	...	...
Direction	...	...	...	...	...	...
Inspection	...	...	...	...	...	...
SCHOLARSHIPS HELD IN— Arts Colleges	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...
Other Professional Colleges ...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...
Technical and Industrial Schools ...	...	...	...	...	...	...
Reformatory Schools	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...
Total ...	...	...	...	...	...	...
Total, Expenditure on Public Instruction.	9,81,738	26,236	1,462	64,381	1,931	10,75,748

TABLE IV.

United Provinces for the official year 1906-07.

Institutions.	Managed by District or Municipal Boards.						Managed by Native States.	
Management.								
Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native State Revenues.	Total.
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...
...	29	...	...	...	288	317	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	29	...	...	...	288	317	...	...
23,461	1,75,925	11,945	1,52,455	612	1,381	3,65,779	10,145	10,145
252	18,380	16,218	17,457	1,642	64	54,013	...	...
...	2,06,671	19,480	91,753	2,463	717	3,21,084	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	440	366	...	...	...	806	...	...
23,713	4,01,416	48,009	2,61,665	4,717	2,162	7,41,682	10,145	10,145
...	9,06,305	50,921	82,580	3,412	242	10,43,460	20	20
...	29,411	13,259	...	...	192	42,862	...	...
...	9,35,716	64,180	82,580	3,412	434	10,86,322	20	20
...	20,642	192	...	...	...	20,834	...	...
...	...	..	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	449	...	...	...	449	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	543	...	...	...	672	1,215	...	...
...	21,185	641	...	...	672	22,498	...	...
9,632	4,23,256	5,110	...	...	89	4,38,087	...	...
600	3,477	1,031	...	...	14	5,122	...	...
10,232	4,26,733	6,141	...	...	103	4,43,209	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
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...	...	...	...	...	...	...	...	...
33,945	17,85,079	1,18,971	3,44,245	8,129	3,659	22,94,028	10,165	10,165

GENERAL

Return of Expenditure on Public Instruction in th

Objects of Expenditure.	Public Institutions— Under Private management. Aided by Government or by District or Municipal Boards: Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	17	18	19	20	21	22	23
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION.							
Arts Colleges.							
English	71,748	...	6,386	84,900	28,256	94,268	2,85,558
Oriental	1,002	168	262	7	420	1,592	3,451
Colleges or Departments of Colleges for Professional Training.							
Law	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...
Agriculture...	...	...	...	...	...	...	...
Total ...	72,750	168	6.648	84,907	28,676	95,860	2,89.009
SCHOOL EDUCATION, GENERAL.							
Secondary Schools.							
For Boys... High Schools ...	1,12,734	55,237	17,232	2,18,954	14,258	1,03,005	5,21,420
For Boys... Middle Schools English ...	17,929	21,449	11,187	42,464	14,505	17,034	1,24,568
For Boys... Middle Schools Vernacular	...	2,648	950	1,558	2,331	6,025	13,512
For Girls... High Schools ...	52,223	3,057	460	1,00,033	19,269	41,261	2,16,303
For Girls... Middle Schools English ...	6,535	8,712	2,839	8,451	18,267	19,990	64,794
For Girls... Middle Schools Vernacular	...	120	...	...	180	...	300
Total ...	1,89.421	91,223	32,668	3,71.460	68,810	1,87,315	9,40 897
Primary Schools.							
For Boys	1,618	1,93,863	22,479	15,741	20,768	15,536	2,70,005
For Girls	10,125	27,531	7,795	5,607	27,398	22,995	1,01,451
Total ...	11,743	2,21,394	30,274	21,348	48.166	38,531	3.71,456
SCHOOL EDUCATION, SPECIAL.							
Schools for Special Instruction.							
Training Schools for Masters ...	...	...	...	...	...	...	...
Training Schools for Mistresses ...	7,860	2,146	...	2,368	5	11,040	23,419
Schools of Art	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Engineering and Surveying Schools	...	...	...	...	...	...	...
Technical and Industrial Schools ...	...	3,529	120	101	...	6,350	10,100
Commercial Schools	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...
Reformatory Schools	...	...	...	...	...	...	...
Other Schools	2,250	820	520	2,876	552	5,210	12,228
Total ...	10,110	6,495	640	5,345	557	22,600	45,747
Buildings	2,80,044	11,245	127	14,327	40,155	1,15,753	4,61,651
Furniture and Apparatus (Special grants only).	35,500	...	113	9,482	1,668	17,158	63,921
Total ...	3,15,544	11.245	240	23,809	41,823	1,32,911	5,25,572
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN							
Arts Colleges	...	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...	...
Other Professional Colleges ...	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Technical and Industrial Schools ...	...	...	...	...	...	...	...
Reformatory Schools	...	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Total, Expenditure on Public Instruction.	5,99,568	3,30,525	70,470	5,06,869	1,88,032	4,77,217	21,72,681

TABLE IV.

United Provinces for the official year 1906-07—(concluded).

(concluded).										
Unaided.				Total Expenditure from—						Grand Total.
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	All other sources.		
								Private.	Public.	
24	25	26	27	28	29	30	31	32	33	34
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
15,079	12,059	48,690	75,828	1,90,930	...	6,386	1,39,296	1,76,200	8,019	5,20,831
7	5,956	1,918	7,881	22,113	197	262	14	9,926	489	33,001
7,880	2,582	2,368	12,830	...	...	...	16,472	2,368	2,582	21,422
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	2,59,676	...	...	2,270	...	...	2,61,946
...	...	...	...	33,699	...	...	...	...	...	33,699
...	...	...	...	24,438	...	...	...	...	...	24,438
22,966	**20,597**	**52,976**	**96,539**	**5,30,856**	**197**	**6,648**	**1,58,052**	**1,88,494**	**11,090**	**8,95,337**
56,849	13,723	71,817	1,42,389	1,54,856	2,31,162	29,177	4,31,496	1,89,520	25,421	10,61,632
13,302	3,654	18,868	35,824	18,181	39,829	27,405	73,223	49,885	5,882	2,14,405
121	132	209	462	3,976	2,11,495	20,430	94,449	11,347	530	3,42,227
23,110	...	4,630	27,740	52,223	3,057	460	1,23,143	37,856	27,304	2,44,043
21	...	762	783	6,535	8,712	2,839	8,472	35,993	3,026	65,577
...	...	...	...	...	560	366	...	180	...	1,106
93,403	**17,509**	**96,286**	**2,07,198**	**2,35,771**	**4,94,815**	**80,677**	**7,30,783**	**3,24,781**	**62,163**	**19,28,990**
1,428	2,702	12,794	16,924	2,324	11,00,168	73,400	99,983	52,691	2,879	13,31,445
987	5,834	3,179	10,000	27,223	56,942	21,254	6,594	57,563	2,035	1,71,611
2,415	**8,536**	**15,973**	**26,924**	**29,547**	**11,57,110**	**94,654**	**1,06,577**	**1,10,254**	**4,914**	**15,03,056**
...	...	...	...	92,359	20,642	192	...	333	...	1,13,526
2,985	1,200	439	4,624	18,863	2,146	...	5,353	12,245	439	39,046
424	...	73	497	...	...	...	424	73	...	497
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	31,685	...	...	...	...	...	31,685
3,172	851	4,653	8,676	...	...	...	3,172	4,394	1,110	8,676
300	...	7,014	7,314	12,465	3,529	569	1,612	13,643	...	31,818
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	30,110	...	...	...	...	...	30,110
3,549	...	2,570	6,119	2,250	16,795	1,782	14,927	8,935	105	44,794
10,430	**2,051**	**14,749**	**27,230**	**1,87,732**	**43,112**	**2,543**	**25,488**	**39,623**	**1,654**	**3,00,152**
3,579	10,119	73,895	87,593	5,87,065	4,43,129	5,237	17,906	1,97,588	42,423	12,93,348
933	24	19,229	20,186	44,280	3,477	1,144	10,415	37,311	782	97,409
4,512	**10,143**	**93,124**	**1,07,779**	**6,31,345**	**4,46,606**	**6,381**	**28,321**	**2,34,899**	**43,205**	**13,90,757**
...	...	...	...	2,15,000	...	...	41,200(†)	...	...	2,56,200(*)
...	...	...	...	67,694	...	...	...	...	...	67,694
...	...	...	...	1,79,704	2,64,806	100	...	...	...	4,44,610
...	...	...	...	14,202	...	432	3,346	31,252	1,662	50,894
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	2,139	...	...	...	...	...	2,139
...	...	...	...	16,676	27,495	2,644	433	11,927	1,150	60,325
...	...	...	...	...	111	700	...	37	60	908
...	...	...	...	8,410	6,222	...	...	...	240	14,872
...	...	...	...	271	...	...	...	578	...	849
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	1,047	...	...	...	120	...	1,167
...	...	...	...	1,38,466	31,631	1,910	2,56,984	1,36,083	6,556	5,71,630
...	...	...	...	6,43,609	3,30,265	5,786	3,01,963	1,79,997	9,668	14,71,288
1,33,726	**58,836**	**2,73,108**	**4,65,670**	**22,58,860**	**(a)24,72,105**	**1,96,689**	**13,51,184**	**10,78,048**	**1,32,694**	**74,89,580**

* Expenditure from 1st January to 31st December 1906, including Rs. 1,81,225 invested in fixed deposit.

† Income from fees amounted to Rs. 66,326.

(a) Rs. 3,42,628 were given during 1906-07 to district boards out of the Government of India's six lakhs grant for primary education.

GENERAL

Return of the Stages of Instruction of Pupils in Public Schools for General

Class of schools.			Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.		
					1			2		
Secondary Schools—					Boys.	Girls.	Total	Boys.	Girls.	Total.
For Boys.	Government	English ...	1	486	106	...	106	197	...	197
		Vernacular	6	794	...	...	...	273	...	273
	District Board	English ...	41	8,400	1,679	...	1,679	4,707	...	4,707
		Vernacular	308	45,048	...	...	...	15,241	...	15,241
	Municipal ...	English ...	13	1,579	50	...	50	699	...	699
		Vernacular	10	1,543	...	...	...	405	...	405
	Native States	English ...	1	344	32	...	32	119	...	119
		Vernacular	...	...	...	...	...	...	..	...
	Aided ...	English ...	103	18,769	2,126	16	2,142	6,680	89	6,769
		Vernacular	14	1,637	...	...	...	344	...	344
	Unaided ...	English ...	39	4,313	462	...	462	1,643	1	1,644
		Vernacular	2	54	...	...	...	40	...	40
	Total ...		538	82,967	4 455	16	4,471	30,348	90	30,438
For Girls.	Government	English ...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	District Board	English ...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Municipal ..	English ...	...	...	...	...	...	...	...	...
		Vernacular	1	8	...	...	...	...	1	1
	Native States	English ...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Aided ...	English ...	38	3,643	...	174	174	20	637	657
		Vernacular	1	57	...	...	...	3	1	4
	Unaided ...	English ...	4	171	...	7	7	...	43	43
		Vernacular	...	...	...	...	...	...	...	...
	Total ...		44	3,879	...	181	181	23	682	705
Total, Secondary Schools ...			582	86,846	4,455	197	4,652	30,371	772	31,143
Primary Schools—										
For Boys.	Government ...	...	4	95	...	...	...	...	...	...
	District Board...	...	5,243	2,74,210	...	...	...	...	...	...
	Municipal ...	...	193	11,722	...	...	...	...	...	...
	Native States ...	...	1	25	...	...	...	...	...	...
	Aided ...	...	3,944	1,27,611	...	...	...	..	...	...
	Unaided ...	...	160	4,817	..	...	...	...	...	...
	Total ...		9,545	4,18,480	...	...	...	...	...	...
For Girls.	Government ...	...	35	1,711	...	...	...	...	...	...
	District Board...	...	211	5,643	...	...	...	...	...	...
	Municipal ...	...	58	1,970	...	...	...	...	...	...
	Native States ...	...	...	...	...	...	...	...	...	...
	Aided ...	..	437	12,311	...	...	...	...	1	1
	Unaided ...	...	26	851	...	...	..	...	...	...
	Total ...		767	22,486	...	...	...	...	1	1
Total, Primary Schools ..			10,312	440,966	...	...	...	...	1	1
Grand Total ...			10,894	5,27,812	4,455	197	4,652	30,371	773	31,144

TABLE V.

Education in the United Provinces at the end of the official year 1906-1907.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading Printed Books.			Not reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
110	...	110	73	...	73	...	..	...	486	...	486
155	...	155	351	1	352	14	...	14	793	1	794
1,695	...	1,695	315	...	315	4	...	4	8,400	...	8,400
9,976	...	9,976	18,445	65	18,510	1,251	70	1,321	44,913	135	45,048
388	...	388	442	...	442	...	...	...	1,579	...	1,579
329	...	329	779	...	779	30	...	30	1,543	...	1,543
64	...	64	129	...	129	...	...	...	344	...	344
...	...	...	...	...	...	...	...	...	...	...	...
4,505	74	4,579	5,013	127	5,140	127	12	139	18,451	318	18,769
298	...	298	946	...	946	49	....	49	1,637	...	1,637
1,025	...	1,025	1,102	2	1,104	78	...	78	4,310	3	4,313
7	...	7	7	...	7	...	...	...	54	...	54
18,552	74	18,626	27,602	195	27,797	1,553	82	1,635	82,510	457	82,967
...	...	...	...	...	...	...	...	...	...	..	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	..
2	5	7	...	...	...	...	...	...	2	6	8
...	...	...	...	..	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
88	665	753	244	1,576	1,820	57	182	239	409	3,234	3,643
1	10	11	19	23	42	...	...	...	23	34	57
2	43	45	9	56	65	...	11	11	11	160	171
...	...	...	...	...	...	...	...	..	...	...	...
93	723	816	272	1,655	1,927	57	193	250	445	3,434	3,879
18,645	797	19,442	27,874	1,850	29,724	1,610	275	1,885	82,955	3,891	86,846
31	...	31	41	3	44	20	...	20	92	3	95
31,875	62	31,937	2,12,905	4,219	2,17,124	23,508	1,641	25,149	2,68,288	5,922	2,74,210
596	...	596	10,087	22	10,109	1,005	12	1,017	11,688	34	11,722
...	...	...	25	...	25	...	...	...	25	...	25
3,848	60	3,908	1,07,521	2,086	1,09,607	13,431	665	14,096	1,24,800	2,811	1,27,611
123	5	128	3,689	33	3,722	947	20	967	4,759	58	4,817
36,473	127	36,600	3,34,268	6,363	3,40,631	38,911	2,338	41,249	4,09,652	8,828	4,18,480
...	63	63	...	1,531	1,531	...	117	117	...	1,711	1,711
...	65	65	...	4,756	4,756	...	822	822	...	5,643	5,643
2	67	69	3	1,721	1,724	...	177	177	5	1,965	1,970
...	...	...	...	...	...	...	...	...	...	...	...
23	492	515	189	8,915	9,104	74	2,617	2,691	286	12,025	12,311
6	22	28	41	566	607	3	213	216	50	801	851
31	709	740	233	17,489	17,722	77	3,946	4,023	341	22,145	22,486
36,504	836	37,340	3,34,501	23,852	3,58,353	38,988	6,284	45,272	4,09,993	30,973	4,40,966
55,149	1,633	56,782	3,62,375	25,702	3,88,077	40,598	6,559	47,157	4,92,948	34,864	5,27,812

GENERAL

Return showing the Results of Prescribed Examinations in

Nature of examination.	Number of institutions sending examinees.				Number of examinees.				
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.
1	2	3	4	5	6	7	8	9	10
ARTS COLLEGES.									
1. Master of Arts	1	4	...	5	6	18	...	4	28
2. 1st D. Sc.	2	2	...	4	6	3	...	...	9
3. 2nd D. Sc.	2	...	..	2	9	...	...	...	9
4. 3rd D. Sc.	1	...	...	1	1	...	...	...	1
5. Bachelor of Arts	2	8	3	13	86	231	44	14	375
6. B. Sc.	2	2	2	6	9	8	5	...	22
7. First B. A.	...	...	...	...	...	...	...	...	...
7. First B. Sc.	...	...	...	...	...	...	...	...	...
7. First Arts	2	9	8	19	83	398	148	12	641
7. Previous Examination	...	...	...	...	...	...	...	...	...
ORIENTAL COLLEGES.									
1. Master of Oriental Learning	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental Learning	...	...	...	...	...	...	...	...	...
3. Honours in Sanskrit (1)	1	...	...	1	99	...	...	...	99
3. Honours in Arabic	...	...	...	...	...	...	...	...	...
3. Honours in Persian	...	...	...	...	...	...	...	...	...
3. Honours in Urdu	...	...	...	...	...	...	...	...	...
4. High Proficiency in Sanskrit (1)	5	7	53	65	100	28	244	5	377
4. High Proficiency in Arabic (2)	...	...	...	...	...	...	...	1	1
4. High Proficiency in Persian	...	...	...	...	...	...	...	...	...
4. High Proficiency in Urdu	...	...	...	...	...	...	...	...	...
5. Proficiency in Sanskrit (1)	4	6	97	107	47	19	281	4	351
5. Proficiency in Arabic (2)	3	3	3	9	3	5	6	...	14
5. Proficiency in Persian	...	...	...	...	...	...	...	...	...
5. Proficiency in Urdu	16	19	6	41	132	103	14	32	281
COLLEGES FOR PROFESSIONAL TRAINING.									
Law.									
1. Doctor of Law	...	...	...	...	...	...	...	...	...
2. Bachelor of Law	1	7	...	8	53	74	...	...	127
Medicine.									
1. M. D.	...	...	...	...	...	...	...	...	...
2. M. B.	...	...	...	...	...	...	...	...	...
3. L. M. S.	...	...	...	...	...	...	...	...	...
4. First M. B.	...	...	...	...	...	...	...	...	...
4. First L. M. S.	...	...	...	...	...	...	...	...	...
Engineering.									
1. M. C. E.					16	...	...	...	16
2. B. C. E.					3	...	...	...	3
3. L. C. E.					38	...	...	...	38
4. First L. C. E.					63	...	...	...	63
					2	...	...	...	2
Roorkee College Examinations.	1	...	...	1	13	...	...	...	13
					8	...	...	...	8
					6	...	...	...	6
					24	...	...	...	24
Teaching	1	...	...	1	60	...	...	1	61
Agriculture	1	...	...	1	46	...	...	...	46

TABLE VI.

the United Provinces during the official year 1906-07.

Number passed.					Race or creed of passed scholars.								
Institutions under public management.	Aided institutions.	Other institutions	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Remarks.
							Brahmans.	Non-Brahmans.					
11	12	13	14	15	16	17	18	19	20	21	22	23	24
...	6	...	1	7	...	...	2	5	...	...	...	...	
4	1	...	...	5	...	...	2	3	...	...	...	...	
3	...	...	...	3	...	...	1	1	1	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
59	154	27	5	245	...	10	59	102	69	...	...	5	
4	6	1	...	11	...	...	6	5	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
47	192	56	4	299	7	6	69	143	69	...	...	5	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
64	...	...	...	64	...	...	64	...	...	...	...	...	(1) Sanskrit college examinations.
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
42	8	85	4	137	...	...	137	...	...	...	...	...	
...	...	...	1	1	...	...	...	...	1	...	...	...	(2) Fazil examination.
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
9	7	103	4	123	...	...	123	...	...	...	...	...	
1	4	2	...	7	...	...	...	...	7	...	...	...	(3) Mulla examination.
...	...	...	...	...	...	...	...	...	...	...	...	...	
102	83	12	24	221	...	2	38	114	65	...	...	2	Special vernacular examination.
...	...	...	...	...	...	...	...	...	...	...	...	...	
21	22	...	...	43	1	...	13	20	8	...	...	1	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
16	...	...	...	16	7	...	1	7	1	...	...	... (4)	(4) Civil Engineer.
3	...	...	...	3	...	...	...	3	...	...	...	... (5)	(5) Electrical do
38	...	...	...	38	19	...	3	13	3	...	...	... (6)	(6) Upper Subordinate.
63	...	...	...	63	...	...	4	52	7	...	...	... (7)	(7) Lower do.
2	...	...	...	2	...	...	...	2	...	...	...	... (8)	(8) Draftsman and Computor.
13	...	...	...	13	...	1	1	9	2	...	...	... (9)	(9) Mechanical apprentice.
8	...	...	...	8	...	...	3	3	2	...	...	...(10)	(10) Industrial.
6	...	...	...	6	6	...	...	...	...	...	...	...(11)	(11) British military survey.
22	...	...[c]	...	22	...	...	...	6	16	...	...	...(12)	(12) Native military survey.
53	...	...	1	54	2	...	19	28	5	...	...	...	
46	...	...	...	46	...	...	5	24	17	...	...	...	

GENERAL

Return showing the Results of Prescribed Examinations in

Nature of examination.	Number of institutions sending examinees.				Number of examinees.				
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.
1	2	3	4	5	6	7	8	9	10
SCHOOLS FOR GENERAL EDUCATION.									
1. Matriculation ... For Boys ...	36	44	7	87	748	841	147	194	1,930
„ Girls ...	...	4	...	4	...	17	...	...	17
2. High School Examination for Europeans. For Boys ...	...	9	3	12	...	91	30	...	121
„ Girls ...	...	12	1	13	...	51	2	...	53
3. Middle School Examination for Europeans. For Boys ...	...	13	2	15	...	115	9	...	124
„ Girls ...	...	17	3	20	...	92	10	...	102
3(a). Middle English Examination for Girls ...	...	20	...	20	...	111	...	2	113
4. Middle Vernacular ... For Boys ...	316	13	4	333	4,747	108	37	864	5,756
„ Girls ...	1	...	...	1	15	...	...	2	17
5. Upper Primary Examination. For Boys ...	2,405	331	43	2,779	17,101	2,114	298	34	19,547
„ Girls ...	17	45	5	67	42	245	17	...	304
6. Lower Primary Examination. For Boys ...	...	...	...	...	...	...	...	...	...
„ Girls ...	...	...	...	...	...	...	...	...	...
7. Public service certificate examination. English ...	...	...	...	...	...	...	...	...	...
Vernacular ...	...	...	...	...	...	...	...	...	...
SCHOOLS FOR SPECIAL EDUCATION.									
1. Training School Examination for Masters. Upper ...	5	...	...	5	325	...	...	104	429
Lower ...	47	...	...	47	258	...	...	1	259
2. Training School Examination for Mistresses. Upper ... / Lower ...	...	1	...	1	...	6	...	...	6
3. School of Arts Examination	...	...	...	...	...	...	...	...	...
4. Vernacular Medical Examination ...	2	...	...	2	78	...	...	...	78
5. Examination in Engineering	...	...	...	...	...	...	...	...	...
6. Examination in Surveying	...	...	...	.....	...	...	...	...	...
7. Industrial School Examination ...	1	3	...	4	185	24	...	...	209
8. Commercial School Examination ...	...	...	...	...	...	...	...	...	...
9. Agricultural School Examination ...	...	...	...	...	...	...	...	...	...
10. Sanskrit Title Examination	...	...	...	...	...	...	...	...	...
11. Madrassa Central Examination ...	...	...	...	...	...	...	...	...	...
12. Other Schools Examination	27	...	1	28	1,582	...	19	287	1,888

TABLE VI.

the United Provinces during the official year 1906-07—(concluded).

Number passed.					Race or creed of passed scholars.								Remarks.
Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	
							Brahmans.	Non-Brahmans.					
11	12	13	14	15	16	17	18	19	20	21	22	23	24
362	320	57	21	760	2	17	152	421	159	...	...	9	
...	12	...	...	12	5	6	...	...	...	...	...	1	
...	80	24	...	104	103	...	1	...	...	...	...	...	
...	49	1	...	50	50	...	...	...	...	...	...	...	
...	52	2	...	54	54	...	...	...	...	...	...	...	
...	51	4	...	55	54	...	...	...	1	...	...	...	
...	53	...	2	55	...	52	1	1	...	...	...	1	
3,250	69	8	268	3,595	...	...	1,142	1,909	544	...	...	...	
4	...	...	2	6	...	...	2	2	2	...	...	...	
13,140	1,549	224	28	14,941	144	86	4,036	8,277	2,383	...	3	12	
32	194	17	...	243	123	76	15	18	10	...	...	1	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
298	...	...	70	368	...	...	170	165	33	...	...	...	
222	...	...	...	222	...	...	74	107	39	...	...	2	
...	6	...	...	6	6	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
65	...	...	...	65	1	16	6	37	5	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
115	18	...	...	133	...	7	11	43	72	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
703	...	14	131	848	14	...	76	482	276	...	...	...	

GENERAL

Return showing the Distribution of Local Fund and Municipal Expenditure on Public

Objects of Expenditure.			Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Expenditure of District Board In Institutions managed by: Provincial Revenues.	Expenditure of District Board In Institutions managed by: District Funds.
1			2	3	4	5	6	7
							Rs.	Rs.
COLLEGIATE EDUCATION.	*Arts Colleges.*							
	English	...	...	...	...	...	...	...
	Oriental	...	1	6	6	4	...	29
	Colleges or Departments of Colleges for Professional Training.							
	Law	...	...	...	...	...	...	...
	Medicine	...	...	...	...	...	...	...
	Engineering	...	...	...	...	...	...	...
	Teaching	...	...	...	...	...	...	...
	Agriculture	...	...	...	...	...	...	...
	Total	...	**1**	**6**	**6**	**4**	...	**29**
SCHOOL EDUCATION, GENERAL.	*Secondary Schools.*							
	For Boys — High Schools	...	36	7,934	7,873	6,587	23,461	1,73,445
	For Boys — Middle Schools — English	...	5	466	436	361	...	16,162
	For Boys — Middle Schools — Vernacular		308	45,048	42,903	31,891	...	2,06,671
	For Girls — High Schools	...	...	...	...	...	...	...
	For Girls — Middle Schools — English	...	...	...	...	...	...	...
	For Girls — Middle Schools — Vernacular		...	...	...	...	...	...
	Total	...	**349**	**53,448**	**51,212**	**38,839**	**23,461**	**3 96,278**
	Primary Schools.							
	For Boys	...	5,243	2,74,210	2,55,548	1,92,066	...	9,03,735
	For Girls	...	211	5,643	5,483	3,980	...	29,411
	Total	...	**5,454**	**2,79,853**	**2,61,031**	**1,96,046**	...	**9,33,146**
	Schools for Special Instruction.							
SCHOOL EDUCATION, SPECIAL.	Training Schools for Masters		48	274	269	257	...	20,642
	Training Schools for Mistresses.		...	...	...	...	...	...
	Schools of Art	...	...	...	...	...	...	...
	Law Schools	...	...	...	...	...	...	...
	Medical Schools	...	...	...	...	...	...	...
	Engineering and Surveying Schools.		...	...	...	...	...	...
	Technical and Industrial Schools.		1	13	13	4	...	...
	Commercial Schools	...	...	...	...	...	...	...
	Agricultural Schools	...	...	...	...	...	...	...
	Other Schools	...	2	89	84	58	...	543
	Total	...	**51**	**376**	**366**	**319**	...	**21,185**
Inspection		...	...	...	...	...	...	...
Scholarships held in	Arts Colleges	...	...	...	...	...	...	...
	Medical Colleges	...	...	...	...	...	...	...
	Other Professional Colleges.		...	...	...	...	...	...
	Secondary Schools	...	...	...	...	...	...	...
	Primary Schools	...	...	...	...	...	...	...
	Medical Schools	...	...	...	...	...	...	...
	Technical and Industrial Schools.		...	...	...	...	...	...
	Other Special Schools — Reformatory		...	...	...	...	...	...
	Other Special Schools — Other	...	...	...	...	...	...	...
Buildings		...	...	...	...	...	9,632	4,23,256
Furniture and Apparatus (Special Grants only).			...	...	...	...	600	3,477
Miscellaneous		...	...	...	...	...	...	...
	Total	...	...	...	...	...	**10,232**	**4,26,733**
	Grand Total	...	**5,855**	**3,33,683**	**3,12,615**	**2,35,208**	**33,693**	**17,77,371**

TABLE VII.

instruction in the United Provinces for the official year 1906-07.

on Public Instruction.								
District Boards.					In institutions managed by—			Total District Fund Expenditure on Public Instruction.
Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or Associations.	
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...
...	...	...	288	317	...	...	168	197
...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	288	317	...	...	168	197
10,086	1,46,815	612	1,381	3,55,800	...	2,480	55,237	2,31,162
347	4,869	47	64	21,489	...	2,218	21,449	39 829
10,354	89,498	2,463	717	3,09,703	2,176	...	2 648	2,11,495
...	...	...	...	...	...	...	3,057	3,057
...	...	...	...	...	...	...	8,712	8,712
...	...	...	...	...	...	440	120	560
20,787	2,41,182	3,122	2,162	6,86,992	2,176	5,138	91,223	4,94,815
4,534	77,068	3,412	240	9,88,989	...	2,570	1,93,863	11,00,168
727	...	...	157	30,295	...	...	27,531	56,942
5,261	77,068	3,412	397	10,19,284	...	2,570	2,21,394	11,57,110
192	...	...	...	20,834	...	...	...	20,642
...	...	...	...	...	...	...	2,146	2,146
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	3,529	3,529
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	672	1,215	15,432	...	820	16,795
192	...	...	672	22,049	15,432	...	6,495	43,112
...	...	...	...	...	...	...	...	2,64,806
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	27,495
...	...	...	...	...	...	...	...	111
...	...	...	...	...	...	...	...	6,222
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
23	...	...	25	4,32,936	8,628	...	11,245	4,43,129
...	...	...	14	4,091	...	...	...	3,477
...	...	...	...	...	...	...	...	31,631
23	...	...	39	4,37,027	8,628	...	11,245	7,76,871
26,263	3,18,250	6,534	3,558	21,65,669	26,236	7,708	3,30,525	24,72,105

GENERAL

Return showing the Distribution of Local Fund and Municipal Expenditure on Public

Objects of Expenditure.			Number of institutions.	Number of scholars on the rolls on the 31st of March	Average number on the rolls monthly during the year.	Average daily attendance.	Expenditure of Municipal Boards In Institutions managed by: Provincial Revenues.	Expenditure of Municipal Boards In Institutions managed by: Municipal Funds.
1			17	18	19	20	21	22
							Rs.	Rs.
COLLEGIATE EDUCATION.	*Arts Colleges.*							
	English	... ...	...	...	...	...	...	...
	Oriental	... ...	...	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.							
	Law	... ...	...	...	...	...	...	...
	Medicine	... ..	...	...	...	...	...	...
	Engineering	... ..	...	...	...	...	...	...
	Teaching	... ..	...	...	...	...	...	...
	Agriculture	... ...	...	...	...	...	...	...
	Total		...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL.	*Secondary Schools*							
	For Boys.	High Schools ..	1	373	388	331	...	1,859
		Middle Schools English ...	12	1,206	1,225	969	252	15,871
		Middle Schools Vernacular ...	10	1,543	1,555	1,092	...	9,126
	For Girls	High Schools ...	...	...	...	...	...	...
		Middle Schools English ...	..	...	...	...	...	...
		Middle Schools Vernacular ...	1	8	8	6	...	366
	Total		**24**	**3,130**	**3,176**	**2,398**	**252**	**27,222**
	Primary Schools.							
	For Boys	... ...	193	11,722	11,249	8,548	...	46,387
	For Girls	... ...	58	1,970	1,829	1,372	...	12,532
	Total		**251**	**13,692**	**13,078**	**9,920**	...	**58.919**
SCHOOL EDUCATION, SPECIAL.	*Schools for Special Instruction.*							
	Training Schools for Masters	...	...	...	...	...	...	...
	Training Schools for Mistresses	..	...	...	...	.	...	...
	Schools of Art	... ..	...	...	...	...	...	...
	Law Schools	... ...	...	...	...	...	...	...
	Medical Schools	... ...	...	...	...	...	...	...
	Engineering and Surveying Schools	...	...	...	...	...	...	...
	Technical and Industrial Schools	1	7	10	9	...	...	449
	Commercial Schools	... ...	...	...	...	...	...	...
	Agricultural Schools	... ...	...	...	...	...	...	...
	Other Schools	... ...	...	...	...	...	...	...
	Total		**1**	**7**	**10**	**9**	...	**449**
Inspection		... .	...	...	...	...	...	...
Scholarships held in	Arts Colleges	... ..	...	...	...	...	...	...
	Medical Colleges	...	...	...	...	...	...	...
	Other Professional Colleges	..	...	...	...	...	...	...
	Secondary Schools	...	...	...	...	...	...	...
	Primary Schools	...	...	...	...	...	...	...
	Medical Schools	...	...	...	...	...	...	...
	Technical and Industrial Schools.	...	...	...	...	...	...	...
	Other Special Schools	Reformatory ...	...	...	...	...	...	...
		Others ...	...	...	...	...	...	...
Buildings		... .	...	...	...	...	...	5,087
Furniture and apparatus (Special Grants only)		...	...	...	...	...	...	1,031
Miscellaneous		... ...	..	...	...	...	...	...
	Total	...	...	...	...	...	...	6,118
	Grand Total	...	**276**	**16 829**	**16,264**	**12,327**	**252**	**92,708**

TABLE VII.

Instruction in the United Provinces for the official year 1906-07—(concluded).

on Public Instruction.									
Municipal Boards.					In institutions managed by—			Total Municipal Expenditure on Public Instruction.	Total Expenditure of Local Fund and Municipal Boards on Public Instruction.
District Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	District Boards.	Private persons or Associations.		
23	24	25	26	27	28	29	30	31	32
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	6,386	6,386	6,386
...	...	...	...	...	...	...	262	262	459
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	6,648	6,648	6,845
2,480	5,640	...	...	9,979	...	10,086	17,232	29,177	2,60,339
2,218	12,588	1,595	...	32,524	...	347	11,187	27,405	67,234
...	2,255	...	...	11,381	...	10,354	950	20,430	2,31,925
...	...	...	...	...	...	...	460	460	3,517
...	...	...	...	...	...	...	2,839	2,839	11,551
440	...	...	...	806	...	...	...	366	926
5,138	20,483	1,595	...	54,690	..	20,787	32,668	80,677	5,75,492
2,570	5,512	...	2	54,471	...	4,534	22,479	73,400	11,73,568
...	...	..	35	12,567	200	727	7,795	21,254	78,196
2,570	5,512	...	37	67,038	200	5,261	30,274	94,654	12,51,764
...	...	...	...	...	...	192	...	192	20,834
...	...	...	...	...	...	...	...	...	2,146
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	449	...	...	120	569	4,098
...	..	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	1,262	...	520	1,782	18,577
..	...	...	...	449	1,262	192	640	2,543	45,655
...	...	...	...	...	...	...	...	100	2,64,906
...	...	...	...	...	...	...	...	432	432
...	..	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	2,644	30,139
...	...	...	...	...	...	...	...	700	811
...	...	...	...	...	...	...	...	...	6,222
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	64	5,151	...	23	127	5,237	4,48,366
...	...	...	...	1,031	...	...	113	1,144	4,621
...	...	...	...	...	...	...	...	1,910	33,541
...	...	...	64	6,182	...	23	240	12,167	7,89,038
7,708	25,995	1,595	101	1,28,359	1,462	26,263	70,470	1,96,689	26,68,794

GENERAL TABLE VIII.

Return showing the Attendance and Expenditure in Hostels or Boarding-houses for the official year 1906-07.

Class of Hostels or Boarding-houses.	Number of—		Number of Boarders who are students of—					Expenditure from—				
	Hostels or Boarding houses.	Boarders.	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions and endowments.	Fees.	Total expenditure.
1	2	3	4	5	6	7	8	9	10	11	12	13
For Males.								Rs.	Rs.	Rs.	Rs.	Rs.
1. Managed by Government.	18	1,209	66	220	88	...	835	9,574	...	...	1,494	11,068
2. Managed by Local or Municipal Boards.	296	6,726	...	...	6,389	244	93	...	28,590	444	11,803	40,837
3. Aided by Government or by Local or Municipal Boards.	24	2,335	517	37	1,335	402	44	16,688	200	12,476	85,148	1,14,512
4. Unaided ...	63	2,307*	477	20	1,433	346	23		...	66,010	66,710	1,32,720
Total ...	**401**	**12,577**	**1,060**	**277**	**9,245**	**992**	**995**	**26,262**	**28,790**	**78,930**	**1,65,155**	**2,99,137**
For Females.												
1. Managed by Government.	2	90	...	...	...	...	90	3,224	...	...	...	3,224
2. Aided by Government or by Local or Municipal Boards.	23	1,812†	13	23	830	869	11	12,778	1,470	35,630	68,439	1,18,317
3. Unaided ...	18	1,326	16	11	874	425	...	...	...	39,085	34,331	73,416
Total ...	**43**	**3,228**	**29**	**34**	**1,704**	**1,294**	**101**	**16,002**	**1,470**	**74,715**	**1,02,770**	**1,94,957**
Grand Total ...	**444**	**15,805**	**1,089**	**311**	**10,949**	**2,286**	**1,096**	**42,264**	**30,260**	**1,53,645**	**2,67,925**	**4,94,094**

* Eight do the carpentry work.

† Sixty-six do the garden and other miscellaneous work.

GENERAL TABLE III.

Return of Colleges, Schools and Scholars in the United Provinces for the official year 1906-07.

(For Europeans and Eurasians.)

Class of Institutions.	Public Institutions. Under Private Management. Aided by Government or by District or Municipal Boards. Number of institutions.	Aided by Government or by District or Municipal Boards. Number of scholars on the rolls on 31st March.	Aided by Government or by District or Municipal Boards. Average number on the rolls monthly during the year.	Aided by Government or by District or Municipal Boards. Average daily attendance.	Unaided. Number of institutions.	Unaided. Number of scholars on the rolls on 31st March.	Unaided. Average number on the rolls monthly during the year.	Unaided. Average daily attendance.	Grand total of public institutions.	Grand total of scholars on the 31st of March.	Number of scholars on the 31st of March learning— English.	Number of scholars on the 31st of March learning— A Classical language.	Number of scholars on the 31st of March learning— A Vernacular language.	Classification of scholars on the 31st of March according to race or creed. Europeans and Eurasians.	Native Christians.	Hindus. Brahmans.	Hindus. Non-Brahmans.	Muhammadans.	Buddhists.	Parsis.	Others.	Number of girls in boys' schools.	Number of boys in girls' schools.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Arts Colleges.																							
COLLEGIATE EDUCATION. English	...	...	...	...	5	39	29	25	5	39	39	16	5	39	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	5	39	29	25	5	39	39	16	5	39	...	...	...	...	...	...	...	...	...
Secondary Schools.																							
SCHOOL EDUCATION, GENERAL. For Boys, English... High ...	10	1,185	1,346	1,281	4	301	303	297	14	1,486	1,482	367	1,076	1,472	1	3	1	...	...	8	1	163	...
For Boys, English... Middle ...	6	543	560	446	1	24	39	34	7	567	567	40	272	550	...	3	6	4	...	4	...	158	...
For Girls, English... High ...	14	1,184	1,219	1,104	3	98	171	155	17	1,282	1,282	384	317	1,254	13	1	6	...	4	4	...	...	178
For Girls, English... Middle ...	4	203	168	154	...	...	...	...	4	203	203	24	58	183	3	...	...	1	...	16	...	...	80
Total ...	34	3,115	3,293	2,985	8	423	513	486	42	3,538	3,534	815	1,723	3,459	17	7	13	5	4	32	1	321	258
Primary Schools.																							
For Boys	3	91	84	69	3	42	32	30	6	133	133	1	43	128	3	...	...	...	...	2	...	54	...
For Girls	9	286	294	239	3	83	88	69	12	369	369	10	98	353	16	...	...	...	...	...	...	...	141
Total ...	12	377	378	308	6	125	120	99	18	502	502	11	141	481	19	...	...	...	...	2	...	54	141
Schools for Special Instruction.																							
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Training Schools for Mistresses	1	15	14	13	2	9	7	6	3	24	24	...	...	23	1	...	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	1	1	2	2	1	1	1	...	...	1	...	...	...	...	...	...	...	...	...
Engineering or Surveying Schools.	...	...	...	...	6	159	147	137	6	159	159	8	61	159	...	..	...	...	...	...	...	...	...
Other Schools	1	52	40	35	2	30	22	14	3	82	82	...	...	82	...	..	...	...	...	...	...	...	...
Total ...	2	67	54	48	11	199	178	159	13	266	266	8	61	265	1	...	...	...	...	...	...	...	...
Total of Colleges and Schools of Public Instruction.	48	3,559	3,725	3,341	30	786	840	769	78	4,345	4,341	850	1,930	4,244	37	7	13	5	4	34	1	375	399

GENERAL

Return of Expenditure on Public Instruction in the

(For Europeans

Objects of Expenditure.	Public Institutions.						
	Under private management.						
	Aided by Government or by District or Municipal Boards.						
	Provincial revenues.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION.							
Arts Colleges.							
English	...	...	...	...	...	...	3,015
Total ...	...	...	...	...	...	...	3,015
Secondary Schools.							
SCHOOL EDUCATION, GENERAL. For Boys, English { High ...	69,887	360	75,723	1,583	32,948	1,80,501	20,329
Middle ...	13,531	1,440	6,414	8,444	5,616	35,445	3,115
For Girls, English { High ...	48,887	460	96,776	19,269	20,702	1,86,094	23,110
Middle ...	3,943	1,104	6,662	2,950	724	15,383	...
Total ...	1,36,248	3,364	1,85,575	32,246	59,990	4,17,423	46,554
Primary Schools.							
For Boys	1,618	120	1,571	1,530	1,213	6,052	764
For Girls	6,525	760	5,029	5,695	3,942	21,951	987
Total ...	8,143	880	6,600	7,225	5,155	28,003	1,751
SCHOOL EDUCATION, SPECIAL. *Schools for Special Instruction.*							
Training Schools for Masters ...	...	...	...	...	...	...	...
Training Schools for Mistresses...	5,460	...	1,149	...	...	6,609	2,985
Schools of Art	...	...	...	...	...	...	424
Engineering and surveying schools	...	...	...	...	...	...	3,172
Other schools	450	...	559	...	...	1,009	2,117
Total ...	5,910	...	1,708	...	...	7,618	8,698
Buildings	34,944	...	10,588	30,875	10,405	86,812	2,500
Furniture and Apparatus (Special grants only).	5,750	...	9,406	964	4,050	20,170	350
Total ...	40,694	...	19,994	31,839	14,455	1,06,982	2,850
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN— Arts Colleges ...	...	...	...	...	...	...	...
Professional Colleges ...	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...	...
Technical and Industrial Schools,	...	...	...	...	...	...	...
Other Special Schools ...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Total Expenditure on Public Instruction	1,90,995	4,244	2,13,877	71,310	79,600	5,60,026	62,868

TABLE IV.

United Provinces for the official year 1906-07.

and Eurasians.)

Unaided.			Total expenditure from—					Grand Total.
Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Municipal funds.	Fees.	All other sources.		
						Private.	Public.	
9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	2,185	5,200	...	...	3,015	2,185	...	5,200
...	2,185	5,200	...	...	3,015	2,185	...	5,200
...	19,293	39,622	69,887	360	96,952	52,003	1,821	2,20,123
...	240	3,355	13,531	1,440	9,529	9,244	5,056	38,800
...	4,630	27,740	48,887	460	1,19,886	37,856	6,745	2,13,834
...	...	...	3,943	1,104	6,662	2,950	724	15,383
...	24,163	70,717	1,36,248	3,364	2,32,129	1,02,053	14,346	4,88,140
31	1,270	2,065	1,618	120	2,335	3,122	922	8,117
1,808	504	3,299	6,525	760	6,016	10,014	1,935	25,250
1,839	1,774	5,364	8,143	880	8,351	13,136	2,857	33,367
...	...	...	...	...	...	...	...	...
1,200	439	4,624	5,460	...	4,134	1,200	439	11,233
...	73	497	...	...	424	73	...	497
851	4,653	8,676	...	...	3,172	4,394	1,110	8,676
...	417	2,534	450	...	2,676	312	105	3,543
2,051	5,582	16,331	5 910	...	10,406	5,979	1,654	23,949
10,119	4,881	17,500	34,944	...	13,083	40,122	16,158	1,04,312
...	200	550	5,750	...	9,756	4,432	782	20,720
10,119	5,081	18,050	40,694	...	22,844	44,554	16,940	1,25,032
...	...	...	...	...	...	...	...	...
...	...	...	1,377	...	...	...	...	1,377
...	...	...	...	...	...	...	...	...
...	...	...	3,493	...	...	...	...	3,493
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	1,047	...	...	...	...	1,047
...	...	...	99,040	300	1,73,810	50,779	...	3,23,929
...	...	...	1,04,957	300	1,73,810	50,779	...	3,29,846
14,009	38,785	1,15,662	2,95,952	4,544	4,50,555	2,18,686	35,797	10,05,534

GENERAL TABLE V.

Return of the Stages of Instruction of Pupils in Public Schools for General Education in the United Provinces at the end of the official year 1906-07.

(For Europeans and Eurasians.)

Class of schools.	Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.			Upper Primary Stage. Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Lower Primary Stage. Comprising all pupils who have not passed beyond the Lower Primary Stage. Reading Printed Books.			Lower Primary Stage. Comprising all pupils who have not passed beyond the Lower Primary Stage. Not reading Printed Books.			Total.		
			1			2			3			4			5					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—																				
For Boys. Aided, English...	16	1,728	133	16	149	489	89	578	412	74	486	365	127	492	11	12	23	1,410	318	1,728
For Boys. Unaided, English	5	325	77	...	77	166	1	167	62	...	62	17	2	19	...	...	...	322	3	325
Total ...	**21**	**2,053**	**210**	**16**	**226**	**655**	**90**	**745**	**474**	**74**	**548**	**382**	**129**	**511**	**11**	**12**	**23**	**1,732**	**321**	**2,053**
For Girls. Aided, English...	18	1,387	...	103	103	20	373	393	61	270	331	135	334	469	36	55	91	252	1,135	1,387
For Girls. Unaided, English	3	98	...	7	7	...	33	33	2	20	22	4	21	25	...	11	11	6	92	98
Total ...	**21**	**1,485**	**...**	**110**	**110**	**20**	**406**	**426**	**63**	**290**	**353**	**139**	**355**	**494**	**36**	**66**	**102**	**258**	**1,227**	**1,485**
Total Secondary Schools.	**42**	**3,538**	**210**	**126**	**336**	**675**	**496**	**1,171**	**537**	**364**	**901**	**521**	**484**	**1,005**	**47**	**78**	**125**	**1,990**	**1,548**	**3,538**
Primary Schools—																				
For Boys. Aided ...	3	91	...	...	...	...	...	...	6	8	14	34	26	60	13	4	17	53	38	91
For Boys. Unaided ...	3	42	...	...	...	...	...	...	9	5	14	10	9	19	7	2	9	26	16	42
Total ...	**6**	**133**	**...**	**...**	**...**	**...**	**...**	**...**	**15**	**13**	**28**	**44**	**35**	**79**	**20**	**6**	**26**	**79**	**54**	**133**
For Girls. Aided ...	9	286	...	...	...	...	1	1	23	57	80	60	99	159	22	24	46	105	181	286
For Girls. Unaided ...	3	83	...	...	...	...	...	...	6	4	10	27	37	64	3	6	9	36	47	83
Total ...	**12**	**369**	**...**	**...**	**...**	**...**	**1**	**1**	**29**	**61**	**90**	**87**	**136**	**223**	**25**	**30**	**55**	**141**	**228**	**369**
Total Primary Schools,	**18**	**502**	**...**	**...**	**...**	**...**	**1**	**1**	**44**	**74**	**118**	**131**	**171**	**302**	**45**	**36**	**81**	**220**	**282**	**502**
Grand Total ...	**60**	**4,040**	**210**	**126**	**336**	**675**	**497**	**1,172**	**581**	**438**	**1,019**	**652**	**655**	**1,307**	**92**	**114**	**206**	**2,210**	**1,830**	**4,040**

APPENDICES.

PROVINCIAL TABLE A.—*Showing the number of scholars and percentage under instruction in each district for the year ending 31st March 1907.*

District.	Population.			Number of Scholars.			Percentage of male scholars to male population of school-going age.	Percentage of female scholars to female population of school-going age.	Percentage of total scholars to total population of school-going age.
	Male.	Female.	Total.	Male.	Female.	Total.			
1	2	3	4	5	6	7	8	9	10
Dehra Dun ...	102,826	75,369	178,195	3,782	878	4,660	24·52	7·77	17·43
Saharanpur ...	560,843	484,387	1,045,230	1,4387	1,170	15,557	17·10	1·61	9·92
Muzaffarnagar ...	469,243	407,945	877,188	14,460	859	15,319	20·54	1·40	11·64
Meerut ...	820,563	719,612	1,540,175	23,316	1,131	24,447	18·94	1·05	10·58
Bulandshahr ...	599,108	538,993	1,138,101	16,778	667	17,445	18·67	·82	10·21
Aligarh ...	634,872	565,950	1,200,822	14,385	1,005	15,390	15·11	1·19	8·55
Total ...	**3,187,455**	**2,792,256**	**5,979,711**	**87,108**	**5,710**	**92,818**	**18·22**	**1·36**	**10·35**
Muttra ...	409,030	354,069	763,099	9,361	918	10,279	15·25	1·72	8·98
Agra ...	568,822	491,706	1,060,528	15,430	1,836	17,266	18·08	2·49	10·85
Farrukhabad ...	500,897	424,915	925,812	10,308	1,190	11,498	13·72	1·87	8·28
Mainpuri ...	451,356	378,001	829,357	7,169	704	7,873	10·59	1·24	6·32
Etawah ...	437,913	368,885	806,798	9,041	726	9,767	13·76	1·31	8·07
Etah ...	466,787	397,161	863,948	9,111	872	9,983	13·01	1·46	7·7
Total ...	**2,834,805**	**2,414,737**	**5,249,542**	**60,420**	**6,246**	**66,666**	**14 21**	**1·72**	**8·47**
Bareilly ...	585,304	504,813	1,090,117	12,062	904	12,966	13·74	1·19	7·92
Bijnor ...	406,697	373,254	779,951	10,409	1,205	11,614	17·06	2·15	9·92
Budaun ...	553,120	472,633	1,025,753	11,186	1,961	13,147	13·48	2·76	8·54
Moradabad ...	631,224	560,769	1,191,993	16,915	1,788	18,703	17·87	2·13	10·46
Shahjahanpur ...	494,919	426,616	921,535	10,670	1,012	11,682	14·37	1·58	8·45
Pilibhit ...	249,615	220,724	470,339	5,266	543	5,809	14·06	1·64	8·23
Total ...	**2,920,879**	**2,558,809**	**5,479,688**	**66,508**	**7,413**	**73,921**	**15·18**	**1·93**	**9·00**
Cawnpore ...	673,932	584,936	1,258,868	15,172	1,162	16,334	15·01	1·32	8·65
Fatehpur ...	349,381	337,010	686,391	8,002	239	8,241	15·26	·47	8·00
Banda ...	317,599	313,459	631,058	6,895	411	7,306	14·47	·87	7·71
Hamirpur ..	230,204	228,338	458,542	4,986	262	5,248	14·43	·76	7·62
Allahabad ..	744,654	744,704	1,489,358	15,900	880	16,780	14·23	·79	7·51
Jhansi ...	3,15,297	301,462	616,759	7,987	700	8,687	16·89	1·55	9·39
Jalaun ...	206,277	193,449	399,726	5,938	336	6,274	19·19	1·16	10·46
Total ...	**2,837,344**	**2,703,358**	**5,540,702**	**64,880**	**3,990**	**68,870**	**15 24**	**·98**	**8·29**
Benares ...	445,047	437,037	882,084	19,764	2,794	22,558	29·61	4·26	17·05
Mirzapur ...	530,075	552,355	1,082,430	9,725	526	10,251	12·23	·63	6·31
Jaunpur ...	589,828	613,092	1,202,920	18,037	666	18,703	20·39	·72	10·37
Ghazipur ...	444,735	469,083	913,818	10,904	889	11,793	16·35	1·26	8·60
Ballia ...	473,969	513,799	987,768	9,726	309	10,035	13·68	·40	6·77
Total ...	**2,483,654**	**2,585,366**	**5,069,020**	**68,156**	**5,184**	**73,340**	**18·29**	**1·34**	**9·65**
Gorakhpur ...	1,470,469	1,486,605	2,957,074	28,932	847	29,779	13·12	·38	6·71
Basti ...	935,556	910,597	1,846,153	22,074	1,028	23,102	15·73	·75	8·34
Azamgarh ...	757,314	772,471	1,529,785	16,318	1,053	17,371	14·36	·91	7·57
Total ...	**3,163,339**	**3,169,673**	**6,333,012**	**67,324**	**2,928**	**70,252**	**14·19**	**·62**	**7·40**
Naini Tal ...	172,970	138,267	311,237	4,160	557	4,717	16·03	2·68	10·10
Almora ...	236,751	229,142	465,893	11,551	655	12,206	32·53	1·90	17·46
Garhwal ...	211,588	218,312	429,900	6,623	191	6,814	20·86	·58	10·57
Total ...	**621,309**	**585,721**	**1,207,030**	**22,334**	**1,403**	**23,737**	**23·96**	**1·60**	**13·11**
Lucknow ...	414,949	378,292	793,241	13,262	1,867	15,129	21·30	3·29	12·71
Unao ...	499,015	477,624	976,639	9,287	210	9,497	12·40	·29	6·48
Rae Bareli ...	510,090	523,671	1,033,761	12,528	373	12,901	16·37	·47	8·32
Sitapur ...	619,837	555,636	1,175,473	12,397	1,029	13,426	13·33	1·23	7·61
Hardoi ...	582,533	510,301	1,092,834	10,717	896	11,613	12·26	1·17	7·08
Kheri ...	478,629	426,509	905,138	7,200	278	7,478	10 03	·43	5·51
Total ...	**3,105,053**	**2 872,033**	**5,977,086**	**65 391**	**4,653**	**70,044**	**14·04**	**1·08**	**7·81**
Fyzabad ...	619,403	605,971	1,225,374	12,667	718	13,385	13·63	·79	7·28
Gonda ...	714,204	688,991	1,403,195	13,914	437	14,351	12·98	·42	6·82
Babraich ...	544,416	506,931	1,051,347	9,833	378	10,211	12·04	·50	6·47
Sultanpur ...	534,932	548,972	1,083,904	8,489	112	8,601	10·57	·13	5·29
Partabgarh ...	446,182	466 666	912,848	8,697	180	8,877	12·99	·25	6·48
Bara Banki ...	603,967	575,356	1,179,323	10,342	759	11,101	11·42	·88	6·28
Total ...	**3,463 104**	**3,392 887**	**6,855,991**	**63.942**	**2.584**	**66 526**	**12·31**	**·51**	**6·47**
Grand Total ...	**24 616,942**	**23,074,840**	**47.691,782**	**566 063**	**40,111**	**606,174**	**15·33**	**1·16**	**8·47**
Grand Total for previous year.	24,616,942	23,074,840	47,691,782	476,577	25,812	502,389	12 91	·75	7·02

PROVINCIAL TABLE B.—*Giving particulars of vernacular primary schools for boys for the year ending 31st March 1907.*

District.	Number of schools.						Total	Number of scholars.						Total.	Expenditure on schools.	
	Under public management.		Under private management.					Under public management.		Under private management.						
			Aided.		Unaided.					Aided.		Unaided.			Under public management.	Aided.
	Upper.	Lower.	Upper.	Lower.	Upper.	Lower.		Upper.	Lower.	Upper.	Lower.	Upper.	Lower.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
															Rs.	Rs.
Dehra Dun ...	13	22	3	15	...	...	53	176	1,240	47	575	...	...	2,038	6,080	2,097
Saharanpur ...	34	84	4	65	...	...	187	1,964	2,228	184	1,788	...	...	6,164	20,281	7,483
Muzaffarnagar ...	40	57	8	75	...	...	180	711	3,959	70	2,313	...	...	7,053	18,648	4,840
Meerut ...	54	105	19	108	...	1	287	809	8,691	158	4,380	...	52	14,090	27,665	6,207
Bulandshahr ...	76	28	25	78	2	1	210	1,526	4,621	302	2,889	15	82	9,435	24,370	12,367
Aligarh ...	85	61	26	54	...	1	227	1,295	5,783	229	2,519	...	21	9,847	30,907	5,802
Total ...	**302**	**357**	**85**	**395**	**2**	**3**	**1,144**	**6,481**	**26,522**	**990**	**14,464**	**15**	**155**	**48,627**	**1,27,951**	**38,796**
Muttra ...	48	48	54	42	...	...	192	727	3,836	279	2,549	...	...	7,391	19,430	7,347
Agra ...	59	83	32	52	1	6	233	897	5,913	230	2,368	20	268	9,696	26,659	10,540
Farrukhabad ...	44	75	30	53	1	...	203	3,242	2,511	1,083	1,369	51	...	8,256	21,873	8,250
Mainpuri ...	23	86	...	42	...	...	151	1,571	3,178	...	1,057	...	...	5,806	18,436	3,229
Etawah ...	27	70	36	56	...	...	189	1,693	2,214	1,096	1,546	...	...	6,554	17,441	7,943
Etah ...	31	86	30	42	...	...	189	516	3,977	149	1,790	...	...	6,432	21,292	6,107
Total ...	**232**	**448**	**182**	**287**	**2**	**6**	**1,157**	**8,651**	**21,629**	**2,837**	**10,679**	**71**	**268**	**44,135**	**1,25,131**	**43,416**
Bareilly ...	71	39	7	70	...	...	187	935	4,329	74	1,772	...	...	7,110	23,508	4,139
Bijnor ...	38	53	4	107	...	...	202	378	3,496	24	3,067	...	...	6,965	17,934	4,958
Budaun ...	64	64	18	85	...	...	231	3,522	2,091	528	2,165	...	...	8,306	26,159	3,632
Moradadad ...	52	86	9	57	...	2	206	914	6,705	86	1,955	...	34	9,694	31,542	4,000
Shahjahanpur ...	36	86	...	57	...	5	184	505	4,953	...	1,504	...	103	7,065	20,205	2,941
Pilibhit ...	35	43	1	31	...	...	110	1,951	1,180	30	727	...	...	3,888	14,171	1,769
Total ...	**296**	**371**	**39**	**407**	**...**	**7**	**1,120**	**8,205**	**22,754**	**742**	**11,190**	**...**	**137**	**43,028**	**1,33,519**	**21,439**
Cawnpore ...	61	104	...	81	...	..	246	880	6,755	...	2,142	...	...	9,777	32,298	4,483
Fatehpur ...	28	89	1	50	...	...	168	1,897	2,763	42	1,315	...	...	6,017	19,042	3,240
Banda ...	31	93	...	60	...	...	184	850	3,478	...	1,426	...	...	5,754	19,987	2,801
Hamirpur ...	23	65	...	28	...	...	116	1,346	1,622	...	530	...	...	3,498	15,343	1,585
Allahabad ...	43	86	...	100	...	...	229	2,878	4,011	...	2,675	...	...	9,564	29,000	4,944
Jhansi ...	31	88	2	57	1	2	181	1,902	2,287	49	1,393	35	78	5,744	19,173	3,946
Jalaun ...	26	47	2	48	1	3	127	1,586	1,528	38	1,062	77	85	4,376	13,357	3,378
Total ...	**243**	**572**	**5**	**424**	**2**	**5**	**1,251**	**11,339**	**22,444**	**129**	**10,543**	**112**	**163**	**44,730**	**148,200**	**24,372**
Benares ...	85	13	8	60	...	...	166	1,191	9,030	28	3,343	...	...	13,592	20,180	3,336
Mirzapur ...	29	74	...	85	3	23	214	378	4,566	...	2,285	22	616	7,867	18,959	7,125
Jaunpur ...	44	65	3	73	...	3	188	1,194	9,730	14	3,616	...	149	14,703	25,017	7,280
Ghazipur ...	46	46	2	98	...	...	192	608	5,471	21	3,619	...	...	9,719	17,573	5,899
Ballia ...	50	54	2	50	...	...	156	760	5,000	12	1,879	...	...	7,651	20,580	3,031
Total ...	**254**	**252**	**15**	**366**	**3**	**26**	**916**	**4,131**	**33,797**	**75**	**14,742**	**22**	**765**	**53,532**	**1,02,309**	**26,671**
Gorakhpur ...	86	70	21	229	...	...	406	1,578	11,407	334	10,933	...	...	24,252	29,676	15,811
Basti ...	63	61	19	211	...	...	354	1,081	9,284	244	9,383	...	..	19,992	28,024	12,066
Azamgarh ...	68	59	8	155	...	1	291	983	7,959	34	5,831	...	27	14,834	23,585	7,081
Total ...	**217**	**190**	**48**	**595**	**...**	**1**	**1,051**	**3,642**	**28,650**	**612**	**26,147**	**..**	**27**	**59,078**	**81,285**	**34,958**
Naini Tal ...	33	44	1	20	...	1	99	148	2,322	1	764	...	24	3,259	11,216	1,314
Almora ...	52	49	12	61	...	29	203	484	5,805	150	3,002	...	892	10,333	19,589	8,797
Garhwal ...	31	74	2	28	...	16	151	466	4,030	34	920	...	463	5,913	15,469	3,114
Total ...	**116**	**167**	**15**	**109**	**...**	**46**	**453**	**1,098**	**12,157**	**185**	**4,686**	**...**	**1,379**	**19,505**	**46,274**	**13,225**
Lucknow ...	34	67	3	95	...	1	200	345	4,587	24	2,488	...	31	7,475	19,160	4,858
Unao ...	48	72	3	67	...	..	190	804	4,935	21	1,614	...	...	7,374	20,741	4,700
Rae Bareli ...	55	50	15	92	2	9	223	767	5,666	86	3,310	8	397	10,234	21,041	6,187
Sitapur ...	85	99	2	45	...	4	235	833	7,957	2	1,593	...	136	10,521	29,597	2,721
Hardoi ...	35	124	1	71	...	5	234	2,447	3,954	51	1,776	...	111	8,339	22,288	3,151
Kheri ...	44	56	8	72	...	3	183	461	3,618	48	2,107	...	56	6,290	21,973	4,491
Total ...	**299**	**468**	**32**	**442**	**2**	**22**	**1,265**	**5,657**	**30,717**	**232**	**12,888**	**8**	**731**	**50,233**	**1,34,800**	**26,103**
Fyzabad ...	65	43	6	118	...	...	232	738	6,293	56	4,109	...	...	11,196	21,841	6,950
Gonda ...	70	66	5	94	...	4	239	1,038	7,378	31	3,398	...	124	11,969	25,677	6,232
Bahraich ...	29	61	...	64	...	...	154	629	5,321	...	2,330	...	...	8,280	24,248	5,140
Sultanpur ...	50	47	1	77	...	..	175	527	4,810	3	2,200	...	...	7,540	20,449	4,589
Partabgarh ...	37	59	8	48	3	9	164	2,662	2,311	384	1,625	132	253	7,367	18,194	5,808
Bara Banki ...	60	55	11	61	1	11	199	842	4,594	40	1,979	9	314	7,778	20,680	4,409
Total ...	**311**	**331**	**31**	**462**	**4**	**24**	**1,163**	**6,436**	**30,707**	**514**	**15,641**	**141**	**691**	**54,130**	**1,31,089**	**33,128**
Grand Total 1906-07	2,270	3,156	452	3,487	15	140	9,520	55,640	2,29,377	6,316	1,20,980	360	4,316	1,16,998	10,30,558	2,62,108
Grand Total 1905-06	2,261	3,191	547	3,024	12	93	9,128	49,301	2,23,455	5,789	1,07,814	204	2,921	3 89 514	9 57,661	2,17,152

ORDERS OF GOVERNMENT.

No. $\frac{16}{\text{XV—48-15}}$ OF 1908.

RESOLUTION.

EDUCATIONAL DEPARTMENT.

Dated Allahabad, the 7th January 1908.

READ—

The General Report on Public Instruction in the United Provinces for the year ending 31st March 1907 submitted by the Director of Public Instruction.

OBSERVATIONS.—In this report the Director has, in accordance with the orders of the Government of India, described the progress of education during the quinquennium ending with the year with which it is more particularly concerned. The Lieutenant Governor finds some difficulty in reviewing the report as it deals with a period anterior to his assumption of his present office, and is a record of administrative arrangements and their results with which he has had no connection personally. It records, in his judgement, in a full and complete manner, the history of a period of great progress in the educational system of the province. Relatively to some other provinces the United Provinces are still backward in educational matters, but in the past five years much has been done to make up ground and the outlook appears more hopeful than it has been at any time in the past history of the province. In this short review, in which comparison has to be made between the circumstances of five years ago and of the present, figures have of necessity to be given more generally than would be appropriate in a review of a single year's work.

2. The urgent needs for the improvement of general education at the beginning of the quinquennium as summed up by the Director in the second paragraph of his report for 1901-2 were *(a)* more primary schools, *(b)* more trained teachers, i.e. more normal schools, *(c)* higher salaries for teachers, *(d)* better and better kept school buildings for vernacular schools, *(e)* an increase of the district inspecting staff, *(f)* an improvement in pay and position of subordinate inspecting officers, *(g)* greater liberality towards female education, and *(h)* more boarding houses and better ones. Much still remains to be done to satisfy the requirements under *(a)*, *(d)*, *(g)*, and *(h)*. But considerable progress has been effected even in these matters, while in the remainder the advance made has been still more encouraging. There has been a large increase in the number of primary schools and in the numbers attending them. The number of normal schools has been increased from four to six, and, with the opening in addition of training classes for primary school teachers in connection with upper primary schools, it is believed that the demand for means of training teachers for primary schools has been fairly met. The prospects of teachers have been very materially improved, the inspecting staff has been considerably increased and reorganized, and the pay of the subordinate officers has been enhanced. Some impetus has been given to female education, but want of funds has prevented the Local Government

from doing all that could be desired in this direction, while progress is also retarded both by the conservatism of the people and the want of competent teachers. A good deal has been done to increase and improve boarding accommodation (the number of male boarders has increased from 6,875 to 12,577, and of females from 2,211 to 3,228), but a very large sum of money could still be spent, and well spent, on the extension and amelioration of boarding houses. If progress has not been as rapid as could have been wished it has to be remembered that a great deal of leeway has to be made up in the province, and that the funds available for expenditure on education both by the Local Government and local bodies have been very inadequate to meet its needs.

3. The statistics showing the progress achieved during the quinquennium are summarized in chapter II of the report. At the end of the year of report there were 606,174 scholars under instruction in 15,642 public and private institutions, compared with 452,773 under education in 14,360 institutions five years ago. The figures of expenditure for the year will, if compared with those of five years ago, give a very fair idea of the efforts made during the past quinquennium by the Government, local bodies, and the people to extend education in the province. Five years ago the direct expenditure on education was Rs. 32,48,421 : it is now Rs. 46,27,535. The distribution of these figures is as follows :—

	1901-2.	1906-7.
	Rs.	Rs.
Arts colleges...	4,46,171	5,53,832
Professional colleges	2,60,432	3,41,505
Secondary schools	9,57,011	19,28,990
Primary „	14,16,585	15,03,056
Training „	67,584	1,52,572
All other special schools	1,00,638	1,47,580

Satisfactory progress is everywhere apparent. The great apparent increase in expenditure on secondary schools, and the seemingly stationary expenditure on primary schools, are accounted for by the fact that the expenditure on primary education in 1901-2 included the cost of the primary departments of secondary schools, whereas in 1906-7 this expenditure is included under secondary schools. It has been ascertained that the direct expenditure on primary education has actually increased during the quinquennium from Rs. 14,16,585 to Rs. 21,72,136. The indirect expenditure amounted five years ago to Rs. 13,11,012 : it now amounts to Rs. 28,62,045, and the distribution compares as follows :—

	1901-2.	1906-7.
	Rs.	Rs.
University	54,634	2,56,200
Direction	45,289	67,694
Inspection	2,71,720	4,44,610
Scholarships	1,19,346	1,31,154
Buildings	3,10,120	12,93,348
Special grants for furniture and apparatus	89,194	97,409
Boarding houses	3,23,943	5,71,630
Miscellaneous	96,766	

The figures showing how this expenditure was met in each of these two years are interesting :—

	1901-2.	1906-7.
	Rs.	Rs.
Provincial revenues	9,94,926	22,58,860
Local funds	14,59,057	24,72,105
Municipal funds	1,24,367	1,96,689
Fees	10,82,109	13,51,184
Subscriptions and endowments and all other sources	8,98,974	12,10,742

It is necessary, however, in explanation of these figures to note that, in order to enable district boards to meet their expenditure on, among matters, education, the Local Government made them a contribution of Rs. 18,72,000 in the year, among which was a special grant of Rs. 3,42,628 for primary education. The large increase in the expenditure from provincial revenues and local funds has only been rendered possible by large grants from the Government of India. The increase of fees at secondary schools from Rs. 3,81,635 to Rs. 7,30,783 is remarkable. The expenditure works out to approximately 2½ annas per head of the population as against 1½ annas five years ago. The percentage of scholars to the population of school-going age shows a considerable increase, being 15·33 for boys and 1·16 for girls against 11·7 and ·6 respectively five years ago.

4. One of the most important of the reforms that have been introduced is the increase in the numbers of the superior and subordinate inspecting staff. The final development of this reform extends beyond the period of report. There is now a sanctioned establishment of ten inspectors, which provides one inspector for each revenue division of the province, and a special inspector for the supervision of normal schools and training classes. The staff of deputy and sub-deputy inspectors has been largely increased in numbers and improved in quality. In the branch of female education, too, the inspecting agency has been increased from one to five inspectresses, including one chief inspectress belonging to the Indian Educational Service, whose special duty it is to organize and direct the development of the education of women in the province. This office was on its creation filled by Miss E. M. West, who brought to it great capacity and enthusiasm, but who, to the great loss of the department, succumbed to an attack of cholera when she had only been about six months in harness. The non-official agency for inspection of primary schools has only lately been organized, and it was not to be expected that it should have attained any conspicuous success yet; but the Lieutenant Governor shares the Director's hope that it will in time become a useful part of the educational machine.

5. Twenty-one arts colleges are now affiliated to the University as compared with twenty-six five years ago, and the number of students attending them is 2,241 as compared with 1,490. The number of boarders at arts colleges has risen from 577 to 1,060. At the Muhammadan Anglo-Oriental College at Aligarh as many as 370 out of 409 students are boarders. The oriental colleges are now eight in number attended

by 827 students compared with four attended by 416 students five years ago. A central law college has been started in connection with the University, and, though the number of law students has fallen off somewhat, the quality of the legal education given may be expected to improve very much. The attendance at the Thomason Civil Engineering College at Roorkee has increased from 336 to 495, and various improvements in and extensions of the curriculum have been effected. An Agricultural College has been opened at Cawnpore. The Lieutenant Governor trusts that the Medical College at Lucknow will be in working order before the time comes to report on the progress made in the quinquennium now begun. He also hopes to see within the same period the Thomason College developed into a technological institute for engineering purposes, and a technological institute for chemical matters established at Cawnpore. When these institutions have been completed the province will be well provided with colleges both for those who wish to follow a literary and for those who wish to follow a professional or a practical career.

6. The most important event in connection with collegiate education during the quinquennium was the enactment of the Universities Act, involving the extension of the jurisdiction of the University, the remodelling of the Senate, the Syndicate, and the Faculties, and the complete revision of the regulations. The details of the many reforms effected in collegiate education have been described in the report and need not be repeated here in detail, but reference may be made to the important subject of inspection of colleges and to the rules regarding the residence and discipline of students. A distinct advance has also been made in improvement of the matriculation examination as a test for an entrant to the University who wishes to follow a purely literary education. The improvement of this examination was, however, accompanied by the discontinuance of the school final examination formerly conducted by the University. The Lieutenant Governor has now taken steps to remedy this omission. Arrangements are being made for an examination to be held at the end of the school course: the first examination will be held in 1910, and the Senate of the Allahabad University have decided to accept the certificate of passing the examination as equivalent to the matriculation. Another matter of the highest importance is the change recently made with the object of introducing more practical work into the course for the degree of Bachelor of Science—a very necessary step to meet the growing demand for good teaching in science, which is evidenced by the doubling in five years of the number of colleges affiliated to the B.Sc. standard and a large increase in the number of undergraduates reading science.

7. The subject of residence and discipline of students has become specially important in view of the manner in which in different parts of India students have been recently led to take part in political controversies. It is desirable that private hostels should be licensed under the University regulations, so that these institutions may be brought under the inspection and control of the University. It is a matter for satisfaction that the managers of private hostels

have shown themselves ready to have the hostels licensed in this manner and eager to prevent the students resident in them from being led into political agitation.

8. The insufficiency of the staff of the Muir Central College at Allahabad was lately brought to the notice of the Lieutenant Governor by the remarks made by the inspectors appointed by the University, and the Government of India have been addressed with a proposal to increase the professorial staff by the addition of two Indian Educational Service professors in History and English respectively, which, if sanctioned, will enable the teaching at the principal Government college of the province to be carried on in a satisfactory and efficient manner.

9. There has been a very large increase in the number of students in the secondary stage. Five years ago there were 101 high schools for boys attended by 10,220 pupils. There are now 108 such schools attended by 24,460 pupils, of whom 21,344 were learning English. A satisfactory feature is that the number also studying a vernacular was 20,885 compared with 5,004 five years ago. In middle schools for boys there were at the beginning of the quinquennium 93 English schools with 3,125 pupils and 301 middle schools with 8,803 pupils reading above the primary stage; at the end of it there were 90 middle English schools with 9,431 pupils, and 340 middle vernacular schools with 49,076 pupils, of whom 16,303 were reading above the primary stage. The figures may be examined in another way. Five years ago there was but 1 boy out of every 278 of a school-going age who was attending a secondary English school; now the figure is 1 out of every 109. The corresponding figures for vernacular middle schools are 1 in 419 five years ago to 1 in 226 now. The number of high schools for girls is now 22 with 1,859 pupils compared with 19 with 622 pupils, the middle English schools 20 with 1,955 pupils compared with 19 with 143 pupils, and the middle vernacular 2 with 65 pupils compared with the same number with 31 pupils. The increase in the number of pupils receiving secondary education has been especially marked in those attending the middle sections of vernacular schools, the actual figures being for anglo-vernacular schools 17,635 against 12,346 at the commencement of the quinquennium, and for vernacular middle schools 16,303 against 8,803. It is thus apparent that the spread of English education in recent years has been accompanied by a still larger increase in the number of boys who seek an education in the vernacular above the primary stage, and that the decline in this class of instruction which has been noticed in other parts of India has not spread to the United Provinces.

The great defect in secondary education at present is undoubtedly the manner in which English is taught, and this defect has become more manifest than ever with the large increase in the number of pupils learning that language. The Lieutenant Governor fears that at present many students become undergraduates without having acquired sufficient knowledge of English to appreciate their lectures, and that in consequence the professors at the college have often to undertake teaching

in English, which should have been given at the school. This circumstance and the fact that college classes are often too large probably tend more than anything else to prevent the standard of education attained by an ordinary student at his college from being as high as it ought to be. The teaching of history is also very far from what it should be. The Lieutenant Governor hopes that the proposals, now before the Government of India, for the establishment of a Government high school in each district will lead to marked improvement in both these matters. The falling off in the popularity of the classics is to be regretted, but, on the other hand, the fact that the vernaculars are not neglected as much as they used to be is most encouraging. The Lieutenant Governor agrees with the Director in his view that a revolution of method and a complete re-equipment of the laboratories in high schools is required before the teaching of science will be on a satisfactory footing, and was hoping to be able to assign funds for this purpose in the coming year. It is doubtful, however, whether this will now be possible. His Honour is also anxious to provide for manual training in secondary schools, so as to enable students to take advantage of a practical form of education. The institution of an examination for school-leaving certificates, and the introduction of revised courses in the schools leading up to that examination and designed with a view to fitting the pupils for occupations in life, are parts of the general scheme for the improvement of secondary education which are already being given effect to, and the Lieutenant Governor hopes to see the improvement of the Government Training College for teachers and the establishment of a second training college carried out at no distant date.

10. The Lieutenant Governor regrets that, if the progress made in collegiate and secondary education is satisfactory, the advance in the extension of primary education is very slow. Pupils at primary schools at the close of the year did, indeed, number 418,480 in boys' and 22,486 in girls' schools as compared with 324,699 and 14,486 respectively at the commencement of the quinquennium. The increase is at the rate of 28·8 and 55·2 per cent., but the percentage of boys attending primary schools to the population of school-going age is still only 11·1. In 1901-2 there were only 87 boys per every thousand boys of a school-going age in the province attending a public primary school: the number has now risen to 111, but it is still lower than it was even five years ago in any province except the United Provinces and the Punjab. The increase has been comparatively greatest in the number of aided schools, but the efficiency of a considerable proportion of these schools is, it is feared, doubtful. However this may be, the fact remains that but for the existence of aided schools it would have been impossible for the boards to afford the facilities that have been provided for the spread of elementary education. The extension of primary education is, in the opinion of the Lieutenant Governor, one of the most urgent needs of the province (the other being the adoption of a sound system of technical and industrial education), and it must for many years engage the most careful attention of the district boards and Government. There are evident signs that the people are ceasing to be indifferent about

educating their children, and the extension of primary education, though it has been hampered by indifference in the past, is not likely to be so much retarded by this cause in the future as by the want of funds. The Lieutenant Governor hopes, with assistance from the Government of India, to be able to relieve district boards of the charge of maintaining high schools, and if the Local Government obtains funds for this purpose, it will be possible for the boards to devote the savings that will accrue to them to the advancement of primary education.

11. The buildings of a large number of schools are overcrowded or unsatisfactory for one reason or another, chiefly owing to the boards not having the funds at their disposal to provide proper buildings. Those of primary schools are particularly unsatisfactory. They are constantly getting into disrepair, and the repair of a number of such schools is expensive to carry out and difficult to supervise. As suggested by the Director the matter might well engage the special attention of non-official members of boards and of school committees.

12. The Government training college at Allahabad, which has been in existence since 1900, has served a useful purpose in improving the standard of teaching in English schools and the progress achieved in this direction has been satisfactory, but the college has been found unsuited to modern requirements and a scheme has therefore been drawn up for its improvement and to enable its affiliation to the University. According to the scheme the college will be confined to the training of graduate teachers, and a lower grade training college will be established at Lucknow for undergraduate teachers. This scheme, to which the Lieutenant Governor attaches great importance, has been submitted to the Government of India and contemplates the appointment of an Indian Educational Service principal at each institution. The demand for trained teachers is still reported to be in excess of the supply, but as soon as the necessary number of trained men can be turned out strict compliance with the rule that only trained teachers are to be employed must be enforced. To improve the discipline at normal schools, which is reported to be unsatisfactory, it is highly desirable that the members of the staff should reside on the premises, and the Director should endeavour to make arrangements for utilizing any surplus boarding accommodation for this purpose. The plan of training teachers for primary schools at special classes attached to middle schools has had very satisfactory results. The appointment of an inspector of normal schools and training classes has lately been sanctioned, and the Lieutenant Governor confidently expects to see an early further improvement in the training of teachers. His duties are of the highest importance, and it is essential that he should apply himself with energy and devotion to the discharge of them.

13. Technical and industrial education has received, and will continue to receive, a large share of the Lieutenant Governor's attention. The proposals of the Industrial Conference, which was convened in Naini Tal in the month of August last, will, if carried into effect, profoundly affect the entire system of education in the province and lead, the Lieutenant Governor trusts, to the opening out of many fresh avenues

of employment for the educated community. The subject is one in which he is peculiarly interested and which he considers of paramount importance in connection with the development of the resources of the country. The public interest aroused by the conference shows that his views are shared by a considerable section of the community. The conference, however, belongs to a period beyond that dealt with in the present report.

The Thomason Civil Engineering College, Roorkee, has, as was briefly remarked in paragraph 5, undergone considerable development, especially in the later years of the quinquennium, the number of students has increased by 30 per cent., a technical class for training practical mechanics was opened in 1906, and has already attained a remarkable popularity, there have been many improvements to the buildings and plant, and still further improvements are either contemplated or actually in progress, including increased power and an electric light installation.

The Industrial School at Lucknow, which had been nearly deserted in 1903 owing to the discontinuance of literary studies, has recovered its position under the revised scheme, but out of a total enrolment of 243 boys at the close of the year of report only 53 were sons of artizans. A boarding house to accommodate boys coming from places at a distance from Lucknow is necessary. This, and proposals for the extension and improvement of the school, are included in the recommendations of the Industrial Conference.

The Agricultural School at Cawnpore has been developed and raised to the status of a college. During the last year of the quinquennium, the staff has been strengthened and a revised scale of pay sanctioned; the course of studies has been revised and the results of the examinations are reported to be satisfactory. There are three night schools; that at Cawnpore is reported to be not well organized, but the Oudh and Rohilkhand Railway school at Lucknow is doing good work and one newly opened at Jhansi by the Great Indian Peninsula Railway is promising.

14. Five years ago the Lieutenant Governor was compelled to place on record in regard to female education: "There is little progress to record under this head during the past five years, as no means exist of overcoming the inveterate prejudices of the people." The record of the quinquennium just ended is happily better, though the progress made is insignificant compared to what remains to be done. The number of scholars has risen by 93 per cent., and now stands at 40,111, but the increase has been almost entirely in the primary stage and only a small percentage of the girls taught pass beyond the lower primary.

The great difficulty in the way of female education is the want of competent female teachers. The normal school for female teachers at Lucknow has become firmly established, but as yet has not fulfilled its purpose of supplying qualified women teachers. Greater success has been attained at the female normal school of the Church Missionary Society at Sigra near Benares and that of the Isabella Thoburn College, Lucknow. It is now time for the Government normal school to justify its

existence by providing at least a certain number of trained teachers, if the difficulty of inducing girls to attend the school can be overcome. The system of encouraging schoolmasters to train their wives or widowed relatives to become teachers has been too lately introduced for any opinion as to its ultimate success to be formed. There has been an increase in the number of girls in boys' schools in consequence of a system of paying capitation fees to the teachers, but the Director expresses a doubt whether the increase indicates any real advance in female education and whether the children who were induced to join the schools were really taught. After so much that is disappointing it is gratifying to turn to the instances of private enterprise and generosity afforded by the Rampriya Kanya Patshala at Partabgarh, the Partab Singh girls' school at Moradabad, the Kanya Pathshala at Dehra, the *parda* school at the Central Hindu College, the Hindu girls' school at Lucknow, the Rani of Tiloi's school in Rae Bareli, and the private efforts reported by the Chairman of the Basti district board. The whole question of the improvement of female education was carefully investigated a few years ago by a Committee under Rai Gyanendra Nath Chakrabatti Bahadur, Inspector of Schools. The Local Government has been hitherto prevented by want of funds from fully considering the proposals of this Committee, but the Director is now engaged in elaborating a scheme on the basis of these proposals, and the Lieutenant Governor had hoped to devote money towards it during the ensuing year. He fears, however, that expenditure on famine will interfere with his intentions in this respect.

15. Chapter X of the report deals with the education of special classes. The average enrolment of Europeans and Eurasians during the year was 4,565, a figure which indicates a continuous, if small, advance. The expenditure has risen in the past five years from Rs. 7,16,912 to Rs. 10,05,534. There are fewer boys reading for the intermediate examination, but the increase in the number of both boys and girls attending high schools is very large. This has been accompanied by a considerable decline of the numbers in primary classes.

The Lieutenant Governor regrets that the progress of Muhammadans in education during the past five years has not been so great as in the rest of the community, with the result that 18·7 per cent. of the pupils only are Muhammadans now as compared with 20·7 per cent. But there has been a very satisfactory increase in the number of Muhammadans at colleges, and they constitute 22 per cent. of the pupils at secondary schools. The proportion at primary schools (13 per cent.) is very small, and the Muhammadan community are very backward in female education. The Lieutenant Governor trusts that their leaders will lose no opportunity of pressing on the more ignorant and conservative of the community the need for improvement in both these respects. The Lieutenant Governor views with great regret the continuous decline in the number of private schools. These schools, which five years ago numbered 6,071 attended by 84,278 pupils, to-day number only 4,570 attended by 69,277 pupils. There has been a serious decline in the number of institutions at which Sanskrit, Arabic, or Persian is taught, or elementary

teaching in the Kuran is given, although in the case of the latter class of school this has not been accompanied by a fall in the number of pupils. The Lieutenant Governor agrees with the Director that the disappearance of these private schools, at which alone religious teaching is given, would amount to a calamity.

16. The important subject of physical and moral training has been discussed at length in the twelfth chapter of the report. The Lieutenant Governor cordially agrees with the views expressed by the Director and need on the present occasion add nothing to what he has written.

17. For the administration of the department during a part of the year under report, and nearly the whole of the quinquennium the events of which have been brought under review, the Government is indebted to the late Director, Mr. Lewis, who retired from the service on the 3rd November 1906 after having held charge of the department for twelve years. The duty of writing the report fell on Mr. de la Fosse, and the Lieutenant Governor desires to acknowledge the care and industry which he has devoted to his task. His Honour is also indebted to him for much valuable advice and assistance in matters relating to the important department under his charge.

ORDER.—Ordered that a copy of this resolution be forwarded to the Director of Public Instruction, United Provinces, for information.

Ordered also that the resolution be published in the *United Provinces Government Gazette*.

By order &c.,

F. E. TAYLOR,

Secy. to Govt., United Provinces.

GENERAL REPORT

ON

PUBLIC INSTRUCTION

IN THE

UNITED PROVINCES OF AGRA AND OUDH

FOR THE YEAR ENDING 31ST MARCH 1908.

ALLAHABAD:

PRINTED BY F. LUKER, SUPDT., GOVERNMENT PRESS, UNITED PROVINCES.

1908.

[The maximum limit of pages fixed for this report is 40.]

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ERRATA.

Annual Educational Report, 1907-08.

Page.	Detail.
1.	On the margin, *for* introductor *read* introductory.
6.	23rd line from the top, *for* also being *read* absorbing.
13.	1st line, *for* causal *read* casual.
22.	16th line from the top, *for* supervisio *read* supervision.
23.	32nd line from the top, *for* 18,93,000 *read* 19,10,000.
27.	30th line from the top, *omit* rights.
28.	13th line from the bottom, *for* but always *read* always.
34.	On the margin, *for* Sabella *read* Isabella.
36.	10th line from the top, *for* : *read* a.
36.	17th line from the bottom, *for* inceased *read* increased.
14A.	General Table V, column 7, against total, secondary schools for boys, *for* 32,196 *read* 32, 916.
21A.	General Table VII, against total for buildings &c., in column 10 *for* 4,43 *read* 4,433 and in column 13 *for* 7,28 *read* 7,238.
31A.	Provincial Table B, column 8, against Kheri, *for* 91 *read* 191.

GENERAL REPORT
ON
PUBLIC INSTRUCTION
IN THE
UNITED PROVINCES
For the year 1907-1908.

CHAPTER I.

PRELIMINARY.

Introductory.

Recent events have drawn a good deal of public attention to the subject of Indian education and have led to some thoughtful criticisms and to the pronouncement of not a few hasty judgments from the onlooker's point of view. These have not been without their effect in stimulating reform from within, and the year under report will be memorable in the history of the department for the comprehensive review of the situation undertaken during it and the formulation of a definite programme of advance involving momentous changes of system. Unhappily the necessity of meeting a severe and widespread famine has postponed the initiation of those reforms which depend upon increased expenditure; but still several salutary measures have been carried into effect and in regard to the rest the time has been spent in making every preparation for their introduction as soon as better days ensue.

Events of the year.

(1) Committee on secondary education.

The chief event of the year was the convening of a committee for the purpose of advising the Local Government on a reference from the Government of India as to the measures required in the near future for the improvement of secondary education in these provinces. The committee which consisted of representative of the education department, of chairmen of district boards and of non-official gentlemen, met at Naini Tal in June 1907. Its deliberations were chiefly concerned with the question of the control of high schools, the pay and grading of teachers therein, and the institution of a new system of examination at the end of the high school stage. Its resolutions on these important points were accepted by the Local Government *in toto* and those which required the sanction of higher authority have been forwarded for its assent. The committee's recommendations have been generally received with a chorus of public approval and have been hailed by all ranks of the teaching profession with genuine satisfaction. The prospect of security and better status for the teacher and the certainty of having his patient toil judged not merely by examination results but also by the work actually done in class has revived many who had begun to despair; while the scholar has before him a wider range of subjects to choose from and can be fitted if he wishes it for other aims than a university career.

(2) Industrial conference.

This committee's proposals were a fitting prelude to the more far-reaching schemes elaborated by another which sat later in the year. The resolutions of the Industrial Conference which met under the presidency of His Honour the Lieutenant-Governor, though directed to the advancement of provincial industries, had an important bearing upon the educational system. Seeing the close relation that exists between education and industrial progress it was only natural that a considerable portion of the recommendations of the conference should be concerned with the former. Since a sound system of technical instruction must rest upon a good general education, the Conference welcomed the proposal for the establishment of a School Leaving Certificate made by its predecessor, but it recommended the inclusion of another subject, manual training, among the list of optional subjects in the course. It laid great stress upon the better equipment of science laboratories in high schools and the careful training of hand and eye from the infant stages upwards. Its other recommendations had to do chiefly with industrial and

technical education proper, but its endorsement of the views of the former committee on the changes necessary in the courses and the methods of instruction in secondary schools has lent great weight to that committee's proposals. It is perhaps outside the scope of this report to deal with the Conference's resolutions bearing upon technical pursuits and industries, but mention should be made of its proposals to found a technological institute and to establish a number of well-equipped industrial schools in different parts of the provinces. By the establishment of such institutions as these every grade of education will be effected from the primary stage right up to the highest university standards, and a more definite aim and purpose will be given to the studies of those, in particular, who take 'modern side' subjects in high schools and colleges.

Reorganisation of the Inspectorate.

One of the most welcome reforms of the year was the redistribution of inspection work. At first two more inspectorships were created and the eight revenue divisions of the plains were divided between seven inspectors; but towards the end of the year the creation of the Gorakhpur division completed the scheme of reorganisation, and now educational divisions are everywhere conterminous with revenue divisions. The inspecting area, being reduced in size, makes possible more thorough inspection, and the closer control which the inspector can now exercise over the whole should result in increased efficiency of administration. Having fewer districts in his jurisdiction, he can pay them longer and more frequent visits and study more carefully their individual needs and he can see more of the district inspecting staff and thus is able to form a better estimate of their work; while at the same time he is brought into closer touch with district educational authorities and his personal influence can be more strongly exercised. This reform has been accompanied by the reduction of assistant inspectors from eleven to nine, one for each division, and the amalgamation of their offices with those of the inspectors. The effect of the change is aptly described by the Inspector of Lucknow who writes :—

"From being an officer in charge of vernacular education as an almost independent charge, the Assistant Inspector has now become a personal assistant to the Inspector, helping him in the office and in the whole of the general work of inspection and administration. His office has been amalgamated with that of the Inspector with the result that there is greater concentration and more singleness of purpose in the whole of the work. This change has also emphasised the essential unity of the whole educational system and has checked the tendency to regard the two systems of English and vernacular education as things quite apart from one another."

In short, there has been an advance in co-ordination and integration. As far as redistribution is concerned, the reorganisation of the inspectorate may be considered to have reached its final stage. The only reform which remains to be effected, in the future, is the appointment of inspectors for special subjects like drawing, science, classical languages, and commerce.

Control of high schools.

Reference has already been made to the subject of the control of district high schools, but the matter is so important that it deserves a separate paragraph to itself. Previous to the District Board Act of 1906 the real control of these schools had been vested in the department, but in the rules framed under the new Act the position was completely reversed, the control passed wholly to the boards and the department exercised only the functions of an inspecting and advisory agency. A very short experience of the new system was sufficient to prove its unsuitability. The very constitution of district boards renders them unequal to the task of managing English schools, and in practice it meant that the interests of the schools were liable to be neglected for other than educational considerations. It tended in short to a general lowering of the standard of efficiency and was causing great discontent among teachers. The committee on the improvement of secondary education on a full consideration of the facts unanimously condemned the change of management as a retrograde step and the system as practically unworkable. In its opinion high school education was a matter of provincial concern and should be organised accordingly; district boards could not be expected to take large views of general educational requirements, as they had not the means of judging of provincial needs and their funds were strictly limited. If high school education was to be maintained on an efficient footing it must be made a charge on provincial revenues, and there should be a Government high school at the headquarters of each district. These recommendations necessarily involved the restoration of the control of the district schools to the department.

The Committee's views were accepted by the Local Government and to give effect to them it was proposed to relieve the district boards of the charges for anglo-vernacular education, on the condition that the resources thus placed at their disposal should be devoted to the extension and improvement of secondary vernacular education. The scheme, involving as it does considerable extra recurring expenditure, requires the sanction of the Secretary of State, which has been applied for; but meanwhile to secure the better management of high schools the department has resumed the practical control of them. Pending a complete settlement, a compromise has, in fact, been adopted, and the schools though placed under the administrative control of the department, remain for the present district schools and are financed by the boards. In places in which no district high school exists it has been possible, however, to make some progress with the scheme. A Government high school has been established at Meerut, and at both Lucknow and Ghazipur an aided school has been taken over and converted into a Government school. These, with the Queen's Collegiate School, Benares, form a nucleus of four provincial high schools. As a corollary to the restoration of departmental control, grants-in-aid are once more passed by the department, instead of by the boards; a change which has commended itself to all.

The School Leaving Certificate.

These reforms affect the external organisation of the schools, but the Committee's proposal for the institution of a School Leaving Certificate will in time modify their internal organisation not less profoundly. The need for a satisfactory leaving examination at the completion of a school career has long been recognised and the old School Final examination had been devised to meet it. But this examination was neither searching enough nor of wide enough range. It was practically nothing more than a modern side of the old Entrance examination of the University, and was in some respects easier to pass. The School Leaving Certificate examination is designed to meet the needs of all secondary school students, whether or not they intend to enter the University. It is not possible here to do more than enumerate its chief features. It provides courses leading up to university studies, and as such has been recognised by the University as a substitute for Matriculation. On the other hand for boys who have no desire to join an arts college, it supplies a variety of courses designed to fit them for various walks in life or for entry into such institutions as the Medical School at Agra, the Thomason Engineering College, the Forest College and the Agricultural College. It thus satisfies two educational principles now generally recognised: first, that education in its different stages should be relatively complete; secondly, that it should equip not only for life as a man and a citizen, but for livelihood as well, and as such be definitely related to the future vocation and environment of the student. Nine optional courses have been drawn up with this object and can be added to if the need arises. Last, but not least, the character of the examination will, it is hoped, transform the methods of teaching in schools. Mere ability to answer questions on paper will not be sufficient. The written work will be supplemented by searching oral and practical tests conducted *in situ* amid the surroundings and with the apparatus with which the candidate has become familiar. Further, the examination will take account not only of questions answered in an examination room on a particular day, but of the record of the work done in class extending over the whole period of preparation. The School Leaving Certificate introduces a revolutionary change in the attitude towards study at school. It puts a premium upon steady and continuous work and discourages cram. It has not unnaturally, perhaps, been viewed with misgivings in some conservative quarters as a dangerous innovation; but it has, on the whole, been well received by the public and it may be confidently expected to win its way to general esteem on its own merits.

General progress.

In spite of plague and famine and many drawbacks there has been a certain amount of quiet progress along lines already laid down. More cases are recorded of the removal of lower primary classes from secondary schools, and of the opening of special classes for vernacular students at English schools. In a few instances the salaries of teachers in vernacular middle schools have been raised either up to or nearer the standards prescribed by Government. The district inspecting staff has been strengthened by the appointment of more sub-deputy inspectors, and the number of district training classes has been vastly increased. Schools for children in factories have been opened at Cawnpore and Hathras. But speaking,

generally the supply of educational facilities has been unable to keep pace with the demand. Class rooms are over crowded and more teachers and better furniture and apparatus are wanted almost everywhere. What the Inspector of Lucknow says of his division applies to almost the whole province. "Although," he writes, "the year under review can show little actual achievements in the shape of improved accommodation in the schools of this division and little improvement in actual teaching or in the conditions of service in our schools, yet it has witnessed a great awakening of interest in all branches of education and has seen the way paved for a great advance in all these directions, which only awaits easier financial conditions for fulfilment."

The succeeding chapters will show that the awakening to the value of education which has been so long predicted and has been so slow in coming is now at last an accomplished fact. A new era has dawned and indifference has given place to a keen desire for education, which, if not universal, is at any rate widely diffused and rapidly spreading to every nook and corner of the Provinces. Hitherto funds have not seldom been required to dangle facilities before an apathetic people rather than to meet a genuine demand. Now in spite of plague and famine and many drawbacks children are crowding into schools of all kinds in such numbers that neither can room be found for them nor can sufficient teachers be entertained to teach them. It has become almost a recognised custom for the annual report on public instruction in these Provinces to wind up the first chapter with a strong appeal for greatly increased expenditure on education; and on the present occasion there is a new and very cogent reason why the appeal should be repeated. The well-worn argument that the backwardness of the United Provinces in education is due in large measure to the way in which education has been starved can no longer be met by alleging as the main cause the apathy of the people. "The cry of the student," as one Indian newspaper puts it, is vainly lifted up on all sides for admission to school. The willingness of the Local Government to give what it can for the promotion of education and the efforts made by the district boards to meet the clamorous demands deserve grateful acknowledgment; but the fact remains that with the many and heavy calls now made upon them neither can afford to spend on education what is imperatively demanded to keep pace with its rapidly expanding needs. If the eagerness now manifested generally is not to be allowed to die away disheartened a very considerable increase in expenditure on education must be found from some source and that too without delay.

Classes of institutions	1907-08.		
	Institutions.	Scholars on the 31st March.	Average number on the rolls.
PUBLIC INSTITUTIONS.			
University Education.			
Arts colleges ... For men	23	3,425	3,266
Arts colleges ... „ women	4	41	38
Professional colleges	9	971	919
School Education, General.			
Secondary schools for boys. English	187	36,073	34,630
Secondary schools for boys. Vernacular	350	44,592	41,614
Ditto for girls ... English	39	3,454	3,467
Ditto for girls ... Vernacular	4	346	331
Primary schools for boys	9,717	4,60,327	4,22,408
Ditto for girls	850	26,367	23,654
Technical and Industrial Education.			
Training schools for masters	108	1,187	1,152
Ditto for mistresses	6	311	316
Other Special Schools	82	3,705	3,703
Total, Public Institutions for 1907-08 ...	11,379	5,80,799	5,35,498
Total, Public Institutions for 1906-07 ...	11,072	5,36,897	5,03,118
PRIVATE INSTITUTIONS.			
Advanced School Teaching :—			
Arabic or Persian (for boys)	516	9,766	...
Ditto („ girls)	...	...	...
Sanskrit (for boys)	403	7,751	...
Ditto („ girls)	...	...	...
Elementary School Teaching :—			
A Vernacular only or mainly. for boys	2,166	32,387	...
A Vernacular only or mainly. „ girls	128	2,464	...
The Koran ... for boys	1,383	17,583	...
The Koran ... „ girls	100	779	...
Other schools not conforming to Departmental standards.	125	2,998	...
Total, Private Institutions for 1907-08 ...	4,821	73,728	...
Total, Private Institutions for 1906-07 ...	4,570	69,277	...
GRAND TOTAL FOR 1907-08 ...	16,200	6,54,527	...
GRAND TOTAL FOR 1906-07 ...	15,642	6,06,174	...

CHAPTER II.

General Summary.

Number of institutions and scholars.

There has been an increase of 558 in the total number of institutions, which now amounts to 16,200. This increase is shared by both public and private institutions and the latter have curiously enough shown distinct signs of revival, having increased by 5½ per cent. almost double the rate of progress made in public institutions. The number of scholars of all kinds at the close of the year under report was 6,54,527, an increase of nearly half a lakh of pupils. The percentage of increase has been practically the same in both public and private institutions, *viz.*, about 13 per cent.; but the former have nearly eight times as many scholars as the latter. The percentage of scholars to the population of school-going age has risen satisfactorily. For boys it has risen from 15·33 to 16·44, for girls from 1·16 to 1·38, and the percentage of both together has increased from 8·47 to 9·15. The largest percentage for boys is 41·19 in the Benares district and 20 per cent. is exceeded in eight other districts. Excluding Dehra Dun, which includes the numerous schools in Mussooree, the highest percentage for girls is reached in the Benares district, *viz.*, 6·70; while 3 per cent. is exceeded in Budaun, Jaunpur, Naini Tal and Lucknow. But there are 18 districts where the percentage is less than unity. The figures show that female education, with the exception of Benares, is more advanced in the Western than in the Eastern parts of the provinces.

(*Vide* General Table I.)

Expenditure.

The total expenditure has fallen by rather more than one lakh to Rs. 73,75,853. The cost of education per head of population is therefore practically unchanged, *viz.* 2½ annas. Nearly 3¼ lakhs more have been spent in direct expenditure on Colleges and Schools, the former also being nearly one-fifth and 'general' schools nearly three-fourths of the whole. But this increase has been more than counterbalanced by a decrease in indirect expenditure, especially on the University and on Buildings. Direct expenditure from public funds, provincial, local and municipal has increased by over 3¼ lakhs of which Rs. 1,10,000 were spent in the Thomason Engineering College, Roorkee, and the Agricultural College, Cawnpore. Indirect expenditure has fallen by 4⅓ lakhs, chiefly owing to large decreases on the University and Buildings. The expenditure on scholarships has risen from Rs. 1,31,154 to Rs. 1,70,125, but the chief item of increase is for scholarships in the Engineering College, which was not shown in previous years.

The actual provincial expenditure during the year 1907-08 under head 22—Education as returned by the Accountant-General is Rs. 16,19,806, while that shown in General Table IV attached to the report is Rs. 19,77,435 as detailed below :—

	Rs.
Amount shown in column 7	11,07,654
Ditto 8	25,892
Ditto 19	3,73,455
Indirect expenditure shown in column 30 ...	4,38,054
Provincial Examination charges shown under head "Fees"	23,389
Grant-in-aid to Agra College shown under head Endowments	7,612
Boarding charges shown under head "Fees" ...	1,379
	19,77,435

This sum of Rs. 19,77,435 includes the following items which are not debitable to head 22—Education :—

	Rs.
(1) Agricultural College, Cawnpore	67,193
(2) Medical School, Agra	46,221
(3) Patwari schools	26,136
(4) Amount spent by the Public Works Department on Government Educational buildings	2,09,932
(5) Technical and other schools	2,438
(6) Press charges on account of Provincial Examinations	6,233
	3,58,153

Excluding Rs. 3,58,153 from Rs. 19,77,435 the difference between the Accountant-General's figures and those shown in General Table IV comes to Rs. 524 which cannot be reconciled till the details of each item drawn from the Treasury have been supplied by the Accountant-General as well as by the officers submitting the annual returns.

Examinations.

The following is a comparative table of the results of the examinations in the year 1907 and 1908 :—

		1907-08.	1906-07.
M. A.	Candidates	36	41
	Passed	17	18
Previous M. A.	Candidates	41	7 (a).
	Passed	33	6 (a).
M. Sc.	Candidates	5	5 (b).
	Passed	3	3 (b).
Previous M. Sc.	Candidates	4	...
	Passed	3	...
B. A.	Candidates	366	332
	Passed	176	126
B. Sc.	Candidates	70	36
	Passed	29	13
Intermediate examination.	Candidates	976	839
	Passed	473	329
Matriculation.	Candidates	1,975	1,766 (c).
	Passed	889	1,069 (c).
School Final	Candidates	...	868
	Passed	...	573
Vernacular Final.	Candidates	6,325	5,773
	Passed	4,237	3,601
Primary	Candidates	22,080	19,851
	Passed	17,332	15,184

(a) First D. Sc.
(b) Second D. Sc.
(c) Entrance.

The number of candidates in the Intermediate, B.A. and B. Sc. examinations has increased, especially in the B. Sc., for which 70 as compared with 36 candidates presented themselves. It is satisfactory to note that a somewhat larger percentage was successful. Three out of four candidates passed the previous M. Sc. examination held for the first time last year.

CHAPTER III.

CONTROLLING AGENCIES.

Redistribution of circles.

The old classification and distribution of inspecting circles held good until September 14th, 1907, when the creation of two more inspectorships necessitated a redistribution.

Kumaun division was unaffected. But Meerut and Rohilkhand became respectively the first and second educational divisions, while the other six divisions had to be redistributed amongst five inspectors. The creation of the ninth inspectorship and the formation of the Gorakhpur educational division towards the end of the year involved a fresh distribution. Revenue and educational divisions are now conterminous.

Inspectors.

The following officers were in charge of the various educational divisions as finally constituted at the end of the year :—

Meerut Division.—Mr. P. S. Burrell.

Agra Division.—Pandit Kali Dat Dube, officiating, *vice* Rai Bahadur G. N. Chakravarti on leave.

Rohilkhand Division.—Mr. M. H. Bilgrami.

Lucknow Division.—Mr. E. A. Richardson.

Allahabad Division.—Mr. J. W. Bacon.

Benares Division.—Mr. F. J. Moss.

Fyzabad Division.—Mr. M. N. Datt.

Gorakhpur Division.—Pandit Murli Dhar Nagar.

Kumaun Division.—Mr. J. Murray.

The following changes occurred among Inspectors and Assistant Inspectors of schools during the year under report :—

Changes among inspectors and assistant inspectors.

Up to 14th September 1907, the following officers were in charge of the different circles :—

First Circle, Moradabad.—Mr. P. S. Burrell.

2nd Circle, Agra.—Mr. M. N. Datt.

3rd Circle, Lucknow.—Rai Bahadur G. N. Chakravarti.

4th Circle, Allahabad.—Mr. J. W. Bacon.

5th Circle, Benares.—Mr. F. J. Moss.

6th Circle, Naini Tal.—Mr. J. Murray.

In April 1907, Mr. M. N. Datt, officiating Inspector of schools, 2nd Circle, Agra, and Mr. Bilgrami, were appointed Inspectors of schools on probation in the Provincial Educational Service. Mr. Datt remained in charge of the 2nd Circle, Agra, and Mr. Bilgrami was appointed to officiate as Inspector of schools, 5th Circle, Benares, from 17th April to 7th July 1907, during the absence on privilege leave of Mr. F. J. Moss.

In July 1907, Mr. Burrell was placed on special duty in this office in connection with the preparation of the quinquennial report and Mr. Bilgrami, on being relieved by Mr. Moss, officiated for Mr. Burrell from 17th July to 14th September 1907.

In July 1907, Mr. E. A. Richardson, M. A., was appointed an Inspector of schools in the Indian Educational Service but was immediately placed on deputation as Principal of the Bareilly college.

On the 15th September 1907, the educational circles were abolished and the districts of the provinces redistributed among eight educational divisions as follows :—

1st Division, Meerut.—Mr. Burrell.

2nd Division, Moradabad.—Mr. Bilgrami.

3rd Division, Agra.—Pandit Kali Dat Dube, Assistant Inspector, Lucknow division, was appointed to officiate as Inspector of this division during the absence of the permanent incumbent, Mr. Chakravarti, on leave.

4th Division, Lucknow.—Pandit Murli Dhar Nagar, Assistant Inspector, Benares Division, officiated as inspector till the return of Mr. Richardson from deputation.

5th Division, Benares.—Mr. Moss.

6th Division, Fyzabad.—Mr. M. N. Datt. He was, however, on privilege leave for three months from 11th December 1907 and Pandit Murli Dhar Nagar officiated for him.

7th Division, Allahabad.—Mr. Bacon.

8th Division, Naini Tal.—Mr. Murray.

The above arrangements were in force till 23rd March 1908 when a ninth educational division was formed with Gorakhpur as its headquarters and placed in charge of Pandit Murli Dhar Nagar, Assistant Inspector of schools, as officiating Inspector of schools.

On 30th May 1907, Pandit Ikbal Kishan, M.A., S.C., Assistant Inspector of schools, Shahjahanpur division, was appointed on probation as Inspector of Normal schools and Training classes, but he had hardly been at work three months when he was attacked by cholera to which unfortunately he succumbed. He was an officer of great experience and capacity and had entered upon his new duties with much enthusiasm. Munshi Kirpa Narayan, B.A., S.C., an Assistant Inspector of schools, was appointed to the post sub. *pro tem.* and confirmed in February 1908.

Before the amalgamation of the offices of Assistant Inspectors of schools with those of Inspectors of schools on 15th September 1907, there were eleven Assistant Inspectors of schools as follows :—

Meerut Division.—Munshi Kirpa Narayan.

Rohilkhand Division.—Munshi Sakhawat Husain.

Agra Division.—Babu Ganga Sahai Shinghal, officiating Assistant Inspector of schools.

Bundelkhand Division.—Pandit Murli Dhar Misra.

Lucknow Division.—Munshi Mewa Ram.

Shahjahanpur Division.—Pandit Ikbal Kishan, till 30th May, and subsequently Pandit Sukhdeo Tiwari, B.A., Deputy Inspector of schools, was appointed to officiate.

Cawnpore Division.—Pandit Din Dayal Tiwari.

Allahabad Division.—Pandit Kali Dat Dube.

Benares Division.—Babu Brijbasi Lal.

Gorakhpur Division.—Pandit Murli Dhar Nagar.

Kumaun Division.—Pandit Ram Dat Pant.

On the formation of the new educational divisions, with effect from 15th September 1907, the offices of Assistant Inspectors of schools were amalgamated with those of Inspectors of schools and the number of assistant inspectorships was reduced from eleven to nine, and rearranged as follows. The two officers whose posts were thus abolished had already been appointed to the newly created inspectorships of schools in the Provincial Educational Service :—

Meerut Division.—Munshi Sakhawat Husain.

Rohilkhand Division.—Munshi Kirpa Narayan. On the death of Pandit Ikbal Kishan, the Munshi was appointed as Inspector of Normal schools and Training classes and Pandit Sukhdeo Tiwari officiated for him.

Agra Division.—Pandit Murli Dhar Misra.

Lucknow Division.—Pandit Kali Dat Dube, and subsequently Babu Ganga Sahai Shinghal.

Fyzabad Division.—Munshi Mewa Ram.

Allahabad Division.—Pandit Din Dayal Tiwari.

Benares Division.—Pandit Badri Narayan Misra, Deputy Inspector, was appointed to officiate.

Gorakhpur Division.—Pandit Ram Dat Pant.

Kumáun Division.—Babu Brijbasi Lal.

District inspecting staff.

With hardly an exception the district boards give satisfactory accounts of the work of their educational officers. In the great majority of cases both deputy inspectors and sub-deputy inspectors have spent far more than the prescribed minimum of days on tour, and a record has been established in the Fatehpur district where the deputy inspector and his assistants spent in camp 273, 360 and 352 days respectively. It would be a pleasure to record that equal zeal was being shown in the actual work of inspection, but from what I have heard and have myself

seen a good deal of it is still rather superficial and unreliable. An inspector mentions a case in which he found a school, which had been pronounced satisfactory by a sub-deputy inspector in the morning, bad in almost every subject in the afternoon. The reports of district inspecting officers are now in all cases made to the boards direct and no departmental check is exercised. It is to be regretted that in several districts it was impossible to inspect all schools twice. In the Lucknow division, for example, more than 200 schools were visited only once and a few not at all. Such deficiencies can sometimes be explained by vacancies and changes in the inspecting staff; but the principal cause, as the Inspector points out, is the inadequacy of the staff. Although eight new sub-deputy inspectors were appointed during the year, the number is still too small to keep pace with the increase of schools.

The character of the deputy inspector's work is rapidly changing and in some of the larger districts he can no longer manage to spend as much time as formerly in inspection without detriment to his administrative duties. "He must be present," the Inspector of Lucknow remarks, "at all board's meetings and, in the case of Lucknow this part of his duties is doubled by the creation of an educational joint sub-committee for the district board and the municipality. There are also the school tournaments to be organised and much work in connection with the upper primary and Vernacular Final examinations to be attended to. These many and varied duties leave the deputy inspector very scanty leisure for the deliberate consideration of the many difficult problems of housing schools, providing teachers, allotting aid and all the other numerous details of administration which fall to his lot, in addition to his duties of checking the teaching work done in the schools and raising the standard of tuition throughout the district." I have long felt that a change in the organisation for the inspection and management of vernacular board schools is necessary and I have lately brought the matter to the notice of Government and have submitted certain proposals for reform which are still under consideration.

Inspectresses.

The post of Chief Inspectress fell vacant in September 1907 by the untimely and lamented death of Miss West. In her brief tenure of office she showed marked zeal and ability in grappling with the difficult problems of female education and was rapidly winning the confidence of those engaged in imparting it. During the rest of the year, Miss Gantzer, Inspectress of the Moradabad circle, officiated as Chief Inspectress. The reorganisation of the inspecting agency was the chief administrative question under consideration. A higher and a graded scale of pay was introduced, the minimum and maximum salaries being raised from Rs. 80 to Rs. 150 and from Rs. 200 to Rs. 250 respectively and sanction has been given to the increase in the number of inspectresses from four to seven.

Educational offices of district boards

The amalgamation of the deputy inspector's office with that of the district board has now been carried out in almost all districts. The general verdict is that the change in practical working has not been a success. The deputy inspector instead of disposing of cases is now required to note upon them for the information of the secretary of the board at the bidding of the head clerk of the board's office, and it is doubtful whether in practice he has been relieved of any work at all. On the other hand the despatch of business has suffered under the new system. "There is," says one Inspector, "considerable and totally unnecessary delay in disposing of correspondence; the district board clerical staff seems to regard its educational work as a *parergon*." Some deputy inspectors have complained that office papers are not properly filed and there is much difficulty at times in obtaining necessary information. In one district it is recorded that the district board clerk "has tried to exercise an authority over the deputy inspector which he does not possess and has tried to put difficulties in his way instead of rendering him assistance." The Chairman of the District Board, Meerut, says:—"The scheme can work successfully if a paid secretary, district board, is appointed and unless this is done it cannot be preferred to the old system as it practically means taking so much power from the deputy inspector and giving it to the head clerk of the district board." Until the course, he suggests, is adopted, the system cannot be said to have had a fair trial. But there can be no doubt that the present method of working it is very unsatisfactory.

On the other hand Mr. Winter, the Commissioner of Kumaun division, writes :—

"I made inquiries from chairmen regarding the results of amalgamation of the deputy inspectors' and district boards' offices. No grounds of complaint were reported to exist except as regards the Almora office where some friction had occurred owing to insufficient supervision by the secretary and a want of proper appreciation of the scope of their respective duties by the deputy inspector and head clerk. I have instructed the chairman as to the steps he should take to remedy the defects brought to light and do not anticipate that there will be any further cause of complaint"

Inspections by members of district boards.

Much activity has been displayed in inspecting work by official members of the district boards. Some chairmen especially have been conspicuous for the zeal with which they have visited the schools placed under their control. The interest of non-official members, though undoubtedly increasing, is still somewhat lukewarm and very variable. But in some districts, among which may be mentioned Lucknow, Etawah, Agra, Meerut and Budaun non-official work deserves special commendation. In Benares one non-official visited more schools than any other member of the board.

Village committees.

The village school committee is an institution which has not yet begun to show marked signs of vitality. References to it in reports are scanty. The experience in the Gorakhpur district is probably typical of others :—

"As an experiment, village committees were formed for six schools, but all of them proved failures. The committees failed to visit the schools and to send their inspection reports. Only one member is reported to have visited a school."

But not all village school committees are so inert, and in the course of my cold weather tour I met and talked with the members of some who displayed an intelligent interest in their school and had frequently visited it.

CHAPTER IV.

COLLEGIATE EDUCATION.

The University.

Registrarship.

Mr. Jennings, who had temporarily performed the duties of the Registrar in addition to his own duties, was replaced by Mr. W. K. Porter, Barrister-at-Law, on the 15th July 1907, who officiated as Registrar until the 19th February 1908. On that date Mr. A. E. Pierpoint, B. Sc., who was appointed Registrar in succession to Dr. G. Thibaut, C. I. E., resigned, took over charge of the duties of his office.

Vice-Chancellor.

The term of the office of the Hon'ble Rai Sunder Lal Bahadur, C. I. E., as Vice-Chancellor of the University, having expired by efflux of time, the Hon'ble Mr. Justice R. S. Aikman, M. A., LL. D., was appointed Vice-Chancellor in January last.

Income and expenditure.

The financial position of the University continues to improve. The opening balance has risen to Rs. 66,637—thanks to the increase in examination fees from Rs. 66,326 to Rs. 92,466. But the University is still poor and the only step which it was possible to take towards erecting a university building was the purchase of a bungalow in Church road, in which the Registrar's office is now located.

Among the more important reforms which were passed by the Senate and accepted by the Chancellor may be mentioned the following :—

(1) A revision of the scheme of studies for the Intermediate examination.
(2) The inclusion of economics among the subjects for the M. A. degree.
(3) The acceptance of the Departmental School Leaving Certificate as equivalent to the Matriculation certificate.
(4) The revision of the rules for the recognition of schools.

The old distinction between A course and B course students—between arts and science—in the intermediate stage has been swept away and a much greater latitude of choice of subjects has been given to students. The matter has been long and hotly debated ever since the new regulations came into force and the decision arrived at is a compromise between the classicists and the mathematicians from which neither has reaped much advantage.

The great importance which the University has decided to attach to the subject of economics will promote, it is hoped, much needed research into its Indian aspects and will open out before the student a line of work in which his studies may bear directly on the industrial advance of his country.

The School Leaving Certificate is dealt with elsewhere in this report, but the revision of the rules for the recognition of schools deserves more than a passing notice. By some strange oversight the new regulations relating to the matter were far weaker than the old, and thus it came about that schools without applying to the University could teach any subject prescribed for the Matriculation, so long as they were recognised in one. Science classes in consequence sprang up in all directions without regard to equipment, and the department was powerless to secure a proper standard of efficiency. The revision of the regulations has changed this state of things, and it is now incumbent upon a school to obtain the permission of the University before adding to the number of optional subjects taught therein.

Inspection of colleges.

The inspection of colleges by members of the Board of Inspectors appointed by the University was not completed before the close of the year, but only a very few had still to be visited. Inspection in some quarters was looked forward to with grave misgivings and not a few regarded it as a dubious innovation likely to lower the dignity of university education. It speaks well for the tact with which the work of inspection was conducted and the general good feeling that exists in this University that the attitude towards the question of inspection has completely changed. It is now generally recognised that an overhauling of a college occasionally by men who understand and sympathise, because themselves engaged in the same work, is an unmixed good. The visit of the Inspectors is at once a stimulus and a help. Inspection has been the means too of producing a much closer union between the colleges and the University and has made the latter a much more real thing. Henceforth, no college can live, so to speak, an isolated life of its own, struggling

along by the light of its own standards, and enjoying only a very causal connection with a shadowy entity called the University. The college is made to feel that it is vitally connected with a larger whole. The University has profited in no less degree; for it has gained a most welcome piece of machinery which not only provides an accurate source of information about the state of collegiate education, but a powerful engine for maintaining a more uniform standard of efficiency. A recommendation comes with greater force, when backed up with the prestige of the central authority, and colleges will in future know clearly what must be done to ward off the axe of disaffiliation.

Arts Colleges.

Colleges and students.

There has been no change in the number or status of colleges except that the M. A.-O. College, Aligarh, has been affiliated up to the B. Sc. standard. The number of students, exclusive of the small European classes, has risen from 2,202 to 2,722. This is an increase of 23·6 per cent. in a single year and means a rise in the average enrolment from 137 to 170. If educational progress were measured only by numbers, these figures might be interpreted as a welcome sign of the march of intellect and the spread of enlightenment. They certainly indicate a growing sense of the value, whether intrinsic or marketable, that is placed on University education. But those who prefer quality to quantity and are unwilling to sacrifice efficiency to mere numbers, cannot view the situation without anxiety. During the previous five years the number of college students increased by 50 per cent. and severely taxed the resources of the authorities in providing the necessary accommodation and strengthening the teaching power. In many places the provision was declared by the University Inspectors to be inadequate even for their present needs. If, therefore, the extraordinary rate of progress during the past year continues, there seems every prospect of the numbers expanding beyond all manageable limits. This would be a serious blow to educational efficiency. A few examples will show that these remarks are not exaggerated. The enrolment in the Muir College sprang from 303 to 366, in Agra College from 187 to 240, in the Central Hindu College from 185 to 230, and in the M. A.-O. College from 409 to 488. But it is the contrast between the first and second year classes on the one hand and the third and fourth on the other that illustrates the situation most clearly. Thus in the Agra College the figures are 91, 74, 33 and 33, respectively, in Christ Church College, Cawnpore, they are 44, 49, 13 and 15, and in a small College like Bareilly they are 71, 53, 6 and 20; and many more cases might be quoted. The college reports furnish abundant evidence not only that the authorities feel acutely the problem and their inability to cope with it, but that some at least regard any further expansion in the size of colleges as in itself undesirable. Three quotations will suffice. The Principal of Bareilly college says:—

"We have reached a point at which more students cannot be comfortably accommodated either in lecture rooms or boarding house. The rooms are in many cases too small to accommodate the number of students attending lectures in the F.A. classes and the classes are too large for one professor to deal with adequately."

The Principal of Christ Church College says:—

"It seems inadvisable to allow the numbers to increase greatly as to do so would make far greater the difficulty of maintaining the individual touch between the staff and the students which we have so far attained and which we regard as of great importance educationally."

But at the M. A.-O. College the position is almost critical. "One of the chief difficulties of the year," writes the Principal, "was the enormous number of students in the various classes. The fourth year grew beyond all reasonable proportions as a single class, and it was extremely hard to give any of that individual attention which is so greatly needed for a degree examination. The same remark holds good with regard to the third year. The second year had enough students in itself to make a college. They were divided into three sections, each averaging more than 50 students." He reckons that each student could only count on 45 seconds of individual instruction per day in any given subject. He proceeds:—

"To teach any subject on this allowance of time is well nigh impossible if the teaching is to be real and its effects abiding. The first year was under the same disadvantage as the second. The remedies are easily indicated but not so easily applied. These are, more class rooms to make further sub-division possible and a larger staff to do the work. It must be remembered, however, that the greater our numbers and the further the sub-division be carried the more difficult will be the maintenance of a uniform standard and method of teaching."

College expenditure. (*Vide* General Table IV.)

The expenditure has risen from Rs. 5,20,831 to Rs. 5,41,306. There has been a large decrease of over Rs. 21,000, from other sources, in the case of aided colleges, but this has been more than made up by Rs. 14,000 more in Government grants and Rs. 25,000 in fees. The average cost per scholar has fallen from Rs. 247 to Rs. 206 and in Government aided and unaided colleges is Rs. 325, Rs. 205, Rs. 106, respectively. The student in a Government college contributes the smallest proportion, *viz.*, 26 per cent., but the actual cost to the scholars in a Government college is Rs. 85, in an aided college Rs. 72, and in an unaided college only Rs. 30. It is interesting to note that the college student contributes in fees a smaller proportion to the cost of his education than a student in an anglo-vernacular school.

The staff.

The pressure of circumstances reinforced by the stimulus of University inspection has led to many additions to the professorial staff. Two new professors on the Arts side have been sanctioned at the Muir College. A separate professorship of physics has been created at the Agra College together with two assistant professorships of mathematics and history with logic. St. John's College, Agra, expects additions to the staff in the course of the present year. An assistant English professor has been appointed at Bareilly. But the demand for increased teaching power has been nothing like fully met and relief is still sorely wanted in some places. Nowhere perhaps is it more urgently needed than at Canning College, in which there are only nine professors to teach 258 students. A further serious obstacle to educational progress is the frequent change of professors. In this respect Aligarh has suffered most severely. "The result of all these changes" (which include the loss of three English professors) " will be," the Principal writes, "that in October next the College staff will be composed very largely of men of less than three years' service." One satisfactory fact to record in this connection is the general raising of salaries and the establishment of a provident fund at Meerut College.

Buildings and accommodations.

Much has been done during the year to improve the accommodation, especially for the teaching of science, but much more still remains. Meerut has acquired a spacious and handsome new building erected by the Nanak Chand Trust, but is renting it to Government pending the erection of a Government high school building. At Christ Church, Cawnpore, separate laboratories for chemistry and physics and a lecture theatre have been completed and brought into use. At St. John's College, Agra, a lecture theatre has been made and a room has been set apart for a biological laboratory. The Reid Christian College, Lucknow, is equipped for teaching chemistry, physics and biology up to the B. Sc. degree. At Meerut the equipment and apparatus has been increased. But much remains to be done in certain colleges. At Aligarh the development of science requires large laboratories for chemistry and physics and a more spacious workshop. "The present rooms," the Principal reports," will be hoplessly inadequate if there is even a small increase in numbers." The Canning College was severely criticised by the University inspectors for want of accommodation for science teaching. A few colleges still share their laboratories with their school departments. Bareilly and Aligarh want more lecture rooms for duplicating swollen arts classes. The Muir College is still without a proper biological laboratory. The resources of the aided colleges, as the principal of one of them points out, are being severely taxed by the new ideas of efficiency and the demand for up-to-date equipment and he sees no prospect of meeting these in the future unless rich and philanthropic gentlemen come to the rescue, after the example of America.

The hostel system.

The popularity of the hostel system shows satisfactory signs of progress and the demand for accommodation is being met, not indeed adequately, but as well as funds permit. The total number of boarders has increased from 1,089 to 1,174. New hostels have been built or existing ones extended at St. John's College, Agra, the Agra College, the Reid Christian College, the Oxford and Cambridge Hostel at Allahabad, and the Allahabad Christian College. Every hostel is full, and in more than one further admissions have had to be refused. In some of the colleges the large majority of the students are boarders; and Aligarh with 440 out of 488 on the rolls and Agra College with 230 out of 240, are now practically residential institutions. "So far," writes a college principal, "the great desideratum in the system has been to provide good *buildings*, but now the more

difficult question of *management* presses for consideration." The remark is undoubtedly true, and much to the point nowadays, when hostels have been denounced as "nurseries of seditious unrest," and when as he says "the Indian student appears to the unscrupulous agitator a ready tool for the carrying out of a programme of sedition and anarchy." The political agitator is fortunately a less familiar figure in these provinces than elsewhere and he sows his seed on more barren soil; but he is nevertheless in evidence and constitutes a real danger. Discipline however has been well maintained, the conduct of the students has been good and only the agitator's victims have had to suffer. But the question of control is important from the purely educational point of view, quite apart from sinister external influences. The hostel system implies the assumption of much wider responsibility on the part of college authorities. The method adopted will necessarily differ according to local circumstances. Sometimes a Superintendent under the orders of the principal maintains discipline; sometimes as at St. John's College, Agra, and elsewhere the monitorial system is found most useful. At Aligarh the tutorial system has been started but hardly has had a fair trial yet, for want of men to carry it on. "At present," writes the Principal, "with the exception of the fifth side, each tutor has between 80 and 100 pupils. It took most of the tutors six weeks or two months to interview each pupil *once*. This state of affairs was not good for tutor or for pupil."

Residences.

Very little progress has been made in the provision of residences for professors. Nothing was done in Government Colleges and little in aided colleges. But the Allahabad Christian College acquired a large plot of ground, which is to be devoted partly to quarters for six Indian professors.

Oriental Colleges and Classes.

(*Vide* General Table III.)

The total number of students has fallen from 827 to 708. Of these no less than 400 read in the Sanskrit College, Benares, which has begun to recover from the effects of plague last year. The number of candidates appearing for the Acharya, Madhyama and Prathama examinations, held last year at thirteen different centres, has grown considerably; the percentage of passes is higher and the principal calls attention to "the satisfactory results achieved by a large number of colleges and pathshalas in these provinces and elsewhere." Hitherto these examinations have been conducted by the Principal and *Pandits* of the College without remuneration as a part of their ordinary work. But their increasing importance and complexity have raised the question whether it is any longer expedient to treat them as purely internal College examinations. Proposals were formulated and have since been sanctioned for making them public examinations conducted by a paid registrar. The library of the College has been enriched by the acquisition of manuscripts worth Rs. 450. Rules for the Sadho Lal scholarships for the encouragement of the post-graduate study of Sanskrit have been drawn up and will come into force this year. These, together with the arrangements for the advanced study of Arabic at the Muhammadan Anglo-Oriental College at Aligarh, have made unnecessary the post-graduate classes for Sanskrit and Arabic at the Muir College which will accordingly cease from this year. The unaided Ranavir Sanskrit Pathshala at the Central Hindu College, Benares, is in a flourishing state with 146 students representing nine different provinces and languages. The private Sanskrit pathshalas at Pilibhit and Ballia and the Islamia school at Amroha maintain their numbers and their reputation for creditable work.

The famous Arabic school at Deoband has more than maintained its reputation. It is not much more than forty years old, but its fame as a centre of traditional Muhammadan learning has spread beyond these Provinces, not only throughout India but beyond its borders. The number of students, most of whom come from distant places and are given maintenance as well as education free, has increased considerably. It is entirely supported by subscriptions, the annual expenditure amounting to about Rs. 12,000 a year. The building is a good one and is being enlarged to meet growing demands on the accommodation.

Fazil and Mulla Examinations.

The results of these departmental examinations continue to be poor both in numbers and quality. Only one candidate appeared in the Fazil examination and

passed in the second division. Eleven candidates appeared in the Mulla examination, but only four passed, all in the third division.

Colleges for professional training.

Law schools or classes.

The University School of Law was established in July 1907, but for want of University buildings the law lectures are still given in the Muir Central College. The Principalship on Rs. 1,000 is still vacant. Though the numbers in the Law College have fallen from 161 to 133 and the total number of students in other classes has not decreased, the establishment of the college has already begun to produce an effect. The classes at Agra College are dwindling, and it has been decided to close the class at Bareilly. But until the Central School possesses a building, a hostel and a library, it cannot be expected to take the position it ought to occupy or discharge its proper University functions.

The previous examination in law was held for the first time in December 1907, 42 candidates passing out of 142. But to meet the case of students who joined the Law class prior to the revised regulations, supplementary examinations in 1908 and 1909 will be held under the old regulations.

Thomason Civil Engineering College, Roorkee.

Progress of the expansion.

Great progress has been made during the year with the large expansion scheme, which, save in a few particulars, is practically accomplished. The water supply has been completed, workshops have been extended, power has been increased, and except in the rooms under construction the electric light installation is practically finished. Barracks with the necessary outhouses have been provided for the technical classes and the native upper subordinate class, and the foundations have been commenced of the barracks for the European engineer class. The new chemical and electrical laboratories are nearly completed, and when the new photo-mechanical rooms are ready, the mechanics and physics laboratories are to be commenced. "The year has been a very busy one," writes the Principal, "and the building operations have been an excellent practical lesson for the Engineering students who have regularly visited and noted on the work." Similarly the mechanical apprentice class students have acquired valuable experience in connection with the erection of the new power plant and workshop machinery. In addition to the scientific stores supplied through the ordinary channels, the college has received as a gift a large amount of laboratory and other equipment from the late Coopers Hill College, which has been a welcome accession to its apparatus.

Accommodation.

The sanitary and general conditions of hostel accommodation, are reported to be satisfactory. But the problem of accommodation for the staff is a matter of pressing importance and is not yet solved. It has, however, been decided to acquire the Malikpur site for staff quarters. "For the purpose of discipline in barracks it would be a great advantage," the Principal remarks, "if more residential quarters for native masters could be built in the lines. The cost would be very small." "The question of accommodation for the superior staff," he adds, "is every year becoming more difficult owing to the scarcity of houses in Roorkee."

Students and classes.

The number of students has risen from 495 to 551, the main increase having occurred on the technical side—a side which the Principal thinks will continue to increase. The Muhammadan students have grown in numbers at a somewhat faster rate than the Hindus, while there has been a considerable decrease of European students. The number of candidates appearing for examinations show a falling off all round, but the principal considers this as "perhaps a blessing in disguise," because they are better prepared and the onerous work of examining is thereby lightened. He also notes that in the engineer and upper subordinate classes the United Provinces lead the way, while the recruits for the lower subordinate class come largely from the Punjab. But the numbers of the latter class have apparently begun to be already affected by the opening of a school at Lahore for men of this sort. The technical class is now in its second year and is expected "to be a source of supply of fairly well trained technical men," but as their qualifications are very varied the Principal advocates an entrance examination. The automobile class languished at first for want of an instructor; but since his appointment good progress has been made and all passed men have obtained employment.

College activities.

The work in the photo-mechanical and lithographic department continues to expand especially in the photo-engraving sections. The lithographic and drawing sections have reeently been strengthened by the transfer to Roorkee of the mapping establishment of the Board of Revenue.

The various institutions and clubs are reported to be flourishing. Sports and games are practised with keenness and vigour, and the volunteer company is thoroughly efficient. The health and conduct of the students have both been satisfactory.

CHAPTER V.

Secondary Education.

Schools and scholars. (*Vide* General Table III.)

There are ten more vernacular middle schools, the total number of which is now 350. The apparent decrease in the number of scholars from 49,076 to 44,592 is due to the separation of the lower primary sections from several middle schools. The number of pupils in the middle section has as a matter of fact considerably increased and now amounts to 17,639.

The number of secondary schools for Indian boys is 518, which represents a net increase of one; but English high schools have decreased from 94 to 90 and English middle schools from 83 to 78, though the enrolment has increased in both grades of schools. In high schools there are nearly 2,000 more pupils; and in middle schools nearly 500; and this increase has taken place notwithstanding the removal from several of the lower primary and preparatory classes. The numbers in the high stage are 4,224, and in the middle stage 14,562, making a total of 18,786.

Expenditure. Vernacular schools. *Vide* General Table IV.

The cost of vernacular secondary education has risen from Rs. 3,42,227 to Rs. 3,60,806. Towards this about 24 per cent. comes from fees. The average cost per scholar has risen to Rs. 8;7, having become proportionately more expensive owing to the removal from many schools of the lower primary and preparatory classes.

Anglo-vernacular schools.

The expenditure on anglo-vernacular schools has grown by Rs. 41,000 approximately and amounts to 10½ lakhs. Nearly 4¼ lakhs are derived from fees or nearly 40 per cent. of the whole. The average cost per scholar and the proportion paid by him are practically unaltered.

Scholarships.

The expenditure on scholarships has risen from Rs. 60,325 to Rs. 77,542. The increase is due to the increase in the number of upper primary scholarships tenable in secondary vernacular schools. Several district boards have agreed to give two or even three such scholarships instead of one only.

Matriculation examination.

The Matriculation examination held for the first time this year attracted far fewer candidates than the combined Entrance and School Final examinations, which it has superseded. The number of male candidates from the United Provinces fell from 2,608 to 1,959. So large a decrease is not easy to account for, but hardly calls for regret. The complaints of college teachers about the poverty of the material admitted through the avenue of the old examinations to their lectures are well-known and the unfitness of many aspirants to University careers is again illustrated by this year's statistics. Only 879 or 45 per cent. passed and only 28 of these were placed in the first division, while more than half were in the third. For some reason or other the pendulum has again swung, though not so violently, to the side of stringency on the part of the examiners. The percentage of passes for the last four years has been 58, 32, 60, 45 respectively. In view of such figures it is not surprising to find a college Principal writing:—"The average Indian boy is convinced that passing or failing depends on fate rather than on knowledge and certainly the recent passes in the Entrance and School Final must have done much to strengthen that belief." It is therefore much to be hoped that the University will see that the standard of the new examination shall not fluctuate so remarkably as that of its predecessors, and shall constitute a real test of fitness for introduction to University studies.

High School Scholarship examination.

It is disappointing to learn that notwithstanding the increased number of scholarships the number of candidates for the High School Scholarship examination, *viz.*, 384, was with the exception of the year 1904 the lowest registered for six years, and that much of the work was so inferior that several scholarships could not be awarded. There seems to be a wrong impression abroad concerning this examination. The registrar rightly complains that while the better schools do not send up enough candidates, many schools, especially aided schools, allow boys who are hopeless unfit to appear. In the one case it is probable that a few boys are coached at the expense of the rest of the class with a view to securing a high percentage of success; in the other case it seems due to complete ignorance of the standard. The High School Scholarship examination, it must be admitted, fails to exert much stimulus on the English middle school, the efficiency of which seems to be steadily on the decline.

Vigilance is needed in maintaining the standard of recognition on the part of inspecting officers, and headmasters of high schools will have to adopt a stricter attitude in regard to admissions from them to the high section.

Vernacular Final examination.

The number of examinees rose from 6,026 to 6,325. The increase in the percentage of passes rose from 62 to 66·9. The female candidates rose from 17 to 25 and a larger proportion—actually 13—was successful. The superiority of the Government schools was well maintained; but in all schools poor results were obtained in drawing, for which many students had received no proper preparation, and the knowledge of literary subjects was distinctly disappointing. The general success of the students shows that the examination though putting too high a premium on the methods of cram, exerts a powerful stimulus on school work.

The question of fee in anglo-vernacular schools.

Though the school boy pays indeed a larger proportion than the University student, he yet contributes less than Rs. 13 towards an annual cost of some Rs. 33 for educating him. The demand for higher standards in teaching, accommodation and equipment is rapidly raising the cost of maintaining schools, but the scholar contributes no more than he did when schools could be maintained for half the present expenditure. Since English education in India is regarded principally as a pecuniary investment it may well be asked whether those who seek it should not be prepared to pay a larger proportion of the cost of their education. Congestion in Government schools and not a few aided schools is becoming a serious matter; and in a great many schools it is not possible to accommodate the crowd of applicants who clamour for admission. The difficulty would be solved if private enterprise would undertake to cater for the demand which Government cannot meet. The suggestion of the Chairman of Jaunpur, though made with the object of improving the teaching rather than supplying more facilities, is in this connection worth considering. "It would surely be sound policy," he says, "to take advantage of such a condition of affairs to raise the fees. Lack of funds prevents the supply of sufficient teachers of the right stamp. As long as it is possible to keep the school full it is surely better to get the pupils to pay more so that they may get a better article, rather than to keep the fees at the present low level and owing to lack of funds give the boys an education that is admittedly inferior to what it should be." Such a proposal may not be exactly popular, but it is not for that reason unsound or unworthy of serious attention. The funds at the disposal of Government are limited and the extension of facilities would be a simpler matter if those who avail themselves of them were prepared to contribute more towards providing them. There is certainly some anomaly in the scale of fees in force in anglo-vernacular schools. The fee for a scholar in the upper primary section, where English is commenced is only eight annas, while it rises to Rs. 3 in the tenth class. The result is, as a perusal of school registers shows, that many scholars are tempted to embark on an English education, who have neither means nor aptitude to proceed far enough with it. It has therefore been suggested that it would be much better to regulate the fee by the type of education rather than by the age of the pupil, and to impose a more uniform rate of fee throughout the school. This would be more in accordance with the practice of other countries, and would moreover have the effect of marking off anglo-vernacular education more definitely from vernacular, and perhaps thereby save the schools from being inundated by streams of scholars who would be better engaged in studying in their own vernacular. The Chairman of Aligarh referring to the district high school, where the congestion is worse than in any other district school in the province, says :—

"The proper remedy is to raise the ordinary fees to a sufficient amount to cover the real expenses of the school, leaving poor and deserving scholars to be assisted by scholarships. It is neither fair to the Board nor to Government that the sons of wealthy parents should receive a high class education at much below its monetary value, and until this is remedied there can be no possibility of the establishment of private schools to supply the undoubted demand."

The state of things in the Meerut division is thus described :—

"Every State anglo-vernacular school in the division is overcrowded (with the exception perhaps of Muzaffarnagar); and this overcrowding is largely due to the policy which apparently received encouragement in the past, *viz.*, that the reputation of a school should be judged by the number of students on the rolls."

The question of the supply of schools was discussed by the Committee on the improvement of secondary education and the conclusion arrived at was that the

State should confine itself to supplying model schools at headquarters while generously aiding private enterprise to supply further facilities. But an overcrowded school cannot be a model one, and therefore to relax the tension and encourage private enterprise the raising of the fee in the lower sections in State schools, at any rate, seems a justifiable expedient. The importance of the question has made it necessary to review it at some length.

The future of Middle English schools.

Closely allied to it is the question of what to do with the inefficient English Middle schools by no means a negligible quantity that languish in small and out of the way country towns. It is quite certain that many are hardly worth keeping on. Recognition had to be withdrawn from three this year, and the inspection reports show that many more are in an extremely precarious condition. Among country-folk English education seems to confer on its possessor a certain amount of distinction, and the parent is tempted by the scale of fees in the lower classes to purchase a little of it cheap for his sons. The small *mofussil* middle school caters for this misguided desire, and its clientele is chiefly composed of those who would receive a much better education in a vernacular town school. A striking instance of this is to be found in the Muzaffarnagar district. At Kandhla and Kairana situated only some seven miles apart are two middle schools with 50 and 23 boys respectively. In cases such as these a higher scale of fees in the lower classes would undoubtedly serve as an effective touchstone for ascertaining the reality of the demand for English education.

Buildings.

English schools.

The subject of buildings for anglo-vernacular schools was dealt with at some length in last year's report and things have not altered much since; but the want of funds, which blocks the way of improvement, was intensified by the inroads made by famine upon Provincial and Local funds alike. Recent enquiries into the fitness of schools for recognition for the School Leaving Certificate examination has revealed the fact that there is hardly a school which is not in need of additions or alterations. The Inspector of Meerut has drawn up a careful survey of the buildings in his division and *mutato nomine* his remarks might not unjustly be applied to the other divisions of the province. He summarises the chief defects in district board English schools as follows :—

(1) The use of unsuitable buildings, necessitated either by the immoderate expansion of the school or by the original choice of a bad building.

(2) Imperfect separation of classes from one another and from outside disturbance owing to constructional defects in the school building; the crowding of classes in the hall; the use of verandahs and converted verandahs; and the presence of other than school buildings in the same compound.

(3) The need of separate rooms for teaching special subjects.

(4) The want of proper rooms for offices, library and teachers. The same defects are generally repeated in recognised and aided schools, only in a more exaggerated form; and there is this additional defect to be noted, *viz.*, that many of the school buildings are hired, while comparatively few of them were originally intended or are fit to be used as schools. One of the most urgent wants is proper accommodation and equipment for the teaching of science. The major portion of the funds supplied for opening classes in preparation for the School Leaving Certificate will be devoted to remedying these defects in a few schools; but it will be the work of years and large sums will have to be expended before any general improvement can be effected.

It is pleasant to record instances of private enterprise in building. The marble front of the Khurja Edward Coronation School has been completed. The Inspector of Lucknow after recording instances of improvements in certain aided school buildings in Lucknow city adds :—"This is a programme for the city which may well shame the State schools of the division, not one of which so far as I know has an adequate boarding house and few of which have adequate class room accommodation." It would indeed be difficult to name a direction in which

private munificence might do more valuable work than in well-directed building enterprise. It is gratifying to learn that the best housed middle schools in the Lucknow division are private institutions. One of the worst is the Municipal Aminabad Branch School in Lucknow. The following description in the annual inspection report of this school affords an interesting, not to say melancholy, illustration of the straits to which the desire to satisfy the craving for English education has brought one municipality: "It is housed in an old and ruinous *Baradari* situated in a large *Sarai*, in the front part of which stands a lofty *kothi* once the home of the Canning College. This *kothi* and parts of the *Sarai* are said to be now inhabited by lawyers, while horse dealers and menials occupy other parts of the *Sarai*. The school *Baradari* also contains a family related to the owner. This family lives in a gallery room at one end of the *Baradari* and is separated from the school by a grass *parda* only; and the headmaster complains that he is from time to time disturbed by the cries of the children or domestic quarrels from this apartment over which he has no control. But apart from such sources of disturbance the building is a very difficult one to work in as no less than eight classes have to work in what is practically a single open hall." The intimate relation between educational efficiency and suitable buildings needs to be more widely realised, and the headmaster of the Muhammadan Anglo-Oriental Collegiate School, Aligarh, says truly in reference to the need of a new school building there:—"The work in our school can never be placed on a satisfactory footing unless this work can be done in a building adapted for school purposes." The constant postponement of the construction of a new building, for which a Government grant of Rs. 20,000 was given in 1906-07, will lead to complications with the University and the Department before long, for the present condition of things is very unsatisfactory.

Vernacular schools.

The defects enumerated reproduce themselves in town schools, which are, besides, not infrequently situated in unsuitable and insanitary surroundings. But there is a steady improvement, temporarily checked by want of funds this year, in town school buildings. In consequence the use of hired buildings is declining. The district boards are fully alive to their responsibility in the matter and may be expected to make a great step forward, if the provincialisation of their high schools sets more money free for the promotion of vernacular education. Meanwhile, the gradual removal of the preparatory and lower primary classes is relieving the congestion commonly complained of.

Hostels.

English schools.

The provision of hostels is on the whole a good deal worse than that of school buildings. The practice of sending boys away from home to distant schools has been growing appreciably and has severely taxed the accommodation available. The supply is still far behind the demand. There is hardly a greater educational need than more and better hostels. The Inspector of Meerut thus sums up the chief defects: (1) the use of school rooms for the hostel and *vice versâ*; (2) insufficient cookhouse accommodation; (3) insufficient or bad latrines and unsanitary surroundings; (4) exposed and unenclosed buildings; (5) insufficient outhouse accommodation for menials. A few instances may be quoted. At the District School, Aligarh, there were 169 boarders in the General Hindu hostel though the kitchen is only sufficient for 50. In the Muhammadan hostel of the same school there are 48 boarders, though it was originally designed for 32. At Kandhla two rooms ventilated and lighted only by the doorway, accommodate all the boarders and are fittingly described as "dungeons above ground." The Inspector of Rohilkhand quotes the case of Moradabad, which, he says, "cries aloud for attention." "The rooms are much too small and the accommodation is not enough to meet one half of the requirements. There are no proper quarters for the Superintendent." Aided and recognized schools have, as a rule, wretched hostels when they have any at all. On the other hand they occasionally set an example to State schools. The hostel at the Edward Coronation High School, Khurja, for instance, is an exceptionally good building, quadrangular in plan, well fitted with furniture and can be securely closed at night. The Muhammadan Anglo-Oriental Collegiate School, as is natural at an institution which has been one of the chief pioneers of the hostel system in these provinces, is unusually well provided. The only two defects which are, of course, serious, are the proximity of the College hostels and the fact that with one exception they are not satisfactorily enclosed. The so-called "English

Boarding House" in which a fairly close approximation to the English boarding school system has been attained, is an admirable institution and quite unique.

Vernacular schools.

Vernacular schools taken in the mass are still very badly off for hostels. Far too many are in hired and consequently bad buildings and even many of the State hostels leave very much to be desired. Some districts are much worse off than others. Thus Muzaffarnagar contains no State hostel at all, and Saharanpur has only one. Of the Lucknow division the Inspector writes :—"The rented buildings at Sitapur, Khairabad and many other places are very unsatisfactory and scarcely admit of wholesome living much less of discipline or control." In the Allahabad division we are told, "In the great majority of cases the boarding houses are *katcha*, the rooms being damp and dark, ill ventilated and amid insanitary surroundings. The courtyards, where they exist at all, are badly drained, the roofs in many cases leak badly and the accommodation is generally inadequate. There are numerous instances in which owing to overcrowding boys are permitted to sleep in the school house at night to prevent their living in villages or *bazars* without supervisio of any kind." Similarly in the Gorakhpur district "the number of boarders in each of the town schools is not less than 70 and the number of rooms attached to each boarding house is not more than 10." But it would be tedious to give more instances which could literally be multiplied. The district authorities cannot be held blameless for permitting such a state of things to continue. It is their obvious duty to refuse admission, rather than allow every sanitary rule to be violated. In the interest of study, discipline and sanitation the boarding house question requires to be boldly faced.

CHAPTER VI.

Primary Education.

Schools and scholars. (*Vide* General Table III.)

The total number of schools for boys has risen from 9,545 to 9,717, and of scholars from 4,18,480 to 4,60,327. The actual increase of 41,847 equivalent almost to 10 per cent. much exceeds the increase recorded during the preceding year. This is partly due to the separation from many secondary schools of the preparatory and lower primary sections, which were previously included in the figures for these schools. Hence the increase appears to be greater than it really is. Nevertheless the figures may be regarded as highly satisfactory. For so large an increase in a year of great scarcity—and in many districts of actual famine—is a sure indication of the hold which primary education has obtained amongst the masses. The district board schools contained 11 per cent. more scholars at the end of the year than at the beginning; but aided schools with 7½ percentage of increase are not far behind. Unaided schools are few and make little progress.

Effects of famine.

It was not an easy matter in the famine-stricken districts to keep up the enrolment and it actually decreased in some places. Liberal remissions of fees to 20 and even 40 and 50 per cent. of the scholars prevented any serious falling off. In the Allahabad district fees were remitted altogether, and in Banda "gratuitous relief was given to such boys as would have been compelled to leave school for relief works had not this assistance been forthcoming." Grants-in-aid also were given to aided schools, irrespective of attendance, in order to maintain the nucleus of a school, so that those which possessed vitality might revive with the return of normal times. Altogether it is highly creditable to the district authorities that they not only kept the schools together, but improved them in the face of such adverse conditions.

Expenditure.

The total direct expenditure on schools for Indian boys has increased by over a lakh to Rs. 14,37,356. Of this sum nearly 11½ lakhs are spent on State schools; somewhat more than 2¼ lakhs are the cost of aided schools. The amount contributed in fees is Rs. 1,01,505 and would have been more, but for the whole or partial remissions necessitated in many districts by scarcity and famine. The average cost per scholar in all schools was Rs. 3-6-6, of which the scholars paid just under four annas in fees. The total expenditure during the year under report on primary education for boys in primary and secondary schools has increased from Rs. 18,40,000 to Rs. 18,93,000.

Examinations.

A completely satisfactory system of holding examinations in primary schools has yet to be devised. The abandonment of the old centre examinations was certainly a step in the right direction, for they encouraged, if not actually enforced, a system of cram; but the alternative of having examinations conducted *in situ* by the teacher and checked by the district inspecting staff has in the opinion of those best able to judge generally led to a slackening of effort and a consequent lowering of the standard of attainment. There is a further serious drawback to the change, which was not altogether unforeseen. "The external influences brought to bear upon the head teacher," writes an inspector who has made a close study of the matter," produce a crushing effect upon him and weak promotions are invariably to be seen in every class." He adds that the check of the district inspecting officer is little short of a farce. The remedy would seem to lie in dealing more severely with head teachers who promote obviously unfit boys; but boards are inclined to take a lenient view of such cases and deputy inspectors are chary of giving offence to influential non-official members. The results, however, of the upper, primary examination which is held by the district inspectors themselves, unfortunately show that they too have a very inadequate sense of responsibility in the matter of promotions. The number of candidates in the upper primary examination was 21,959, of whom 17,235 passed. Almost every district board records with pride the high percentage of successful candidates—frequently above ninety, seldom below seventy-five. Such a percentage, as every one familiar with vernacular schools knows, is absurdly high. But a district inspecting staff that examined at all strictly would probably be taken to task by the board for the unsatisfactory state of education as disclosed by the low percentage. Teachers and inspecting officers must endeavour to satisfy some one, and it is natural that each should try to please those from whose displeasure most is to be feared.

(*Vide* General Table IV.)

The expenditure on scholarship for primary scholars has increased more than fourfold from Rs. 908 to Rs. 3,966.

The number in the upper and lower primary stage.

The vast proportion of scholars are in the lower primary stage, and the majority probably never get beyond the preparatory stage. In Fyzabad district, "About three-fourths of the boys in every village school are in the preparatory sections, and there are not enough teachers to look after them." In Almora and Naini Tal only about half the infants pass into the lower primary section. The Inspector attributes this to the inadequate teaching in the preparatory sections. "How," he asks, "can one teacher look after 35 infants in the A section, 15 in the B section, seven in class I and five in class II?"

Value of lower primary and upper primary education.

The permanent value of the education obtained in a lower primary school is according to the Inspector of Agra infinitesimal. "Almost all the boys," he says, "in the lower primary schools after going through its highest classes leave the school for good and merge into the illiterate mass of children, and having acquired no substantial knowledge, do not take long to forget what they have learnt." Unfortunately the facilities for upper primary education are not easily extended. In the rural tracts the pupils have frequently to walk long distances and sometimes the distance is prohibitive. These obstacles which are not easy to surmount are much to be regretted, for upper primary education is more enduring. "With this store of elementary education," writes the Inspector, "a boy may join a middle school or carry on his duties at home, but it is not easy for him to forget to read the Ramayan or a similar book to an eager band of listeners collected together in a *chaupal* in the evening, or to be duped by the *zamindar* or the *bania* with whom he must carry on his transactions. He may also be able to decipher a court summons. In short his study of six years in a school has made him better than his elders and more useful too."

The most obvious need for raising the general standard of education is the appointment of more and better teachers. It is, in short, a matter of men and money but mostly of the latter.

Supply of teachers.

The want of properly qualified teachers is still perhaps the most serious handicap to primary education. The supply has certainly increased. In Benares alone there are 310 as against 180 last year. As the Chairman of Gorakhpur picturesquely puts it: "It is regrettable that the funds at the disposal of the district board prevent it from putting enough workers into the field to reap the ripening harvest, and should Government be in a position to supplement our funds we shall be able to lay out every rupee to very great advantage." The following figures are instructive: In 1905, 55 assistants were given to Gorakhpur upper primary schools and now 40 additional assistants are imperatively needed, and 50 aided schools are suffering badly for want of additional teachers. Similarly 100 assistants are needed in Sultanpur. The statistics of Meerut division furnish the smallest proportion of trained teachers. In all there are 1,595 teachers who are thus classified. Three hundred and seventy-eight normal schools passed, 33 trained in district training classes, 734 Vernacular Final passed, 275 upper primary passed and 175 uncertificated. The Inspector of Lucknow thus comments on the effects of the shortage:—

"Owing to the dearth of teachers many upper primary passed men are employed as teachers in Kheri, Sitapur, and Bara Banki districts. I found upper primary passed teachers teaching the upper primary classes. It is hopeless to expect any subject to be taught with thoroughness when the teacher has read little or nothing more than the pupils."

But it is perhaps still more hopeless to expect good results when the teacher is much underpaid. In Benares it is recorded of teachers that latterly a few teachers have had to be appointed on Rs. 4 a month. The Chairman of Jaunpur, after calculating the cost of education per head confesses that the low cost under board schools is neither satisfactory nor desirable, that "it means that teachers are being underpaid, and the aided schools are being asked to do work for which they are not fit," and adds "while it is an accepted principle that assistant teachers should not get less than Rs. 8 this district board is paying some assistants as little as Rs. 5."

Numbers and efficiency.

The policy of swelling the enrolment at all costs is not altogether a safe or a satisfactory one. It is impossible to expect good work from underpaid and therefore often poorly qualified teachers, working in overcrowded class rooms or in no class rooms at all. Is work done under such conditions of any permanent

value in the education of the masses or are the statistics founded on it merely a delusion and a snare? Things have got to such a pass that in Jaunpur "the sum that is needed is Rs. 12,000 merely to keep on the schools as they are, underpaying the teachers and assistant teachers as at present." "Already" it is said, "all small schools have been closed. There are no board schools with less than 60 pupils left. Even all small aided schools have been closed" and now "the Jaunpur district has fewer schools per 1,000 population than any district in the provinces, while it has more pupils in these schools per 1,000 population than any but two or three districts." This means that only certain selected places get the benefit of education, whereas in a country of small villages, the policy of extending facilities may be more just to the people and in the end will prove perhaps the more successful. In spite of severe financial straits the plan of supplying more assistant teachers, especially in the preparatory classes, which Mr. Streatfeild introduced last year with such remarkable results in Jaunpur, has, as far as funds permitted, been widely adopted. Wherever it has been tried it is reported to have succeeded, and education owes to him a special debt of gratitude for having brought it so prominently to notice. What is more needed than crowds of little boys in the preparatory classes is an increase in the number of those reading up to the upper primary standard.

Progress in primary schools.

There has been a good deal of quiet progress in other directions also. The pay of the teachers has been raised in many districts. Even where the minimum scale prescribed by Government has not yet been reached, welcome increases have been given. Where want of funds has stood in the way the district boards admit their obligations and only wait for better times to fulfil them. No reform is more important than improving the position and prospects of the teacher. As the Chairman of Lucknow remarks :—"Teachers getting low salaries cannot be expected to do good work and command respect in villages."

Lower primary and preparatory sections have been removed from both anglo-vernacular and vernacular schools and formed into separate schools. This reform has been proceeding in several districts this year and in some the process is now complete. But it has been retarded in many by want of funds.

With the help of allotments, aggregating nearly a lakh of rupees out of the six lakh grant considerable activity has been shown in building and in no direction is activity more needed. What the Chairman of Azamgarh says of his district is true of too many others :—"At present many schools are housed in rented buildings, badly lit and badly ventilated, while boys are crowded together in every available foot of space." One of the great difficulties in all schools is want of space, and yet zeal often outruns discretion in the desire to swell the enrolment. Thus in the Benares district most of the schools have to hold classes under trees in temporary shelters or in hired houses. Aided schools are the worst off in respect of buildings; but the greatest difficulty is experienced in the case of schools in the heart of large cities. In Lucknow especially is this felt. The Inspector writes :—

"But the greatest difficulty of all to be faced is, perhaps, that of buildings. At present almost all the city schools are housed in rented buildings. In some quarters it is very difficult to obtain a house at all, and those which are obtained are, as a rule, not at all suited to school purposes and are too cramped to accommodate any but very small classes. They are, moreover, frequently situated in congested and overcrowded quarters and are not well ventilated or healthy. Open spaces for physical exercise are of great importance in the city, but they are so difficult to obtain that *drill* or *desi kasrat* is almost unknown in the city schools."

It is pleasant to record how private liberality has helped public effort. In Basti Pandit Lambodar Nath of Chitia erected an excellent building for an upper primary school at his own expense.

The following story comes from Bahraich :—

"An instance of public spirit of a village money-lender of modest means deserves special mention under this head. One Bhagi Prasad Bhuj of Haswapara at the time of his death made an oral bequest of Rs. 3,000 and asked his wife to establish a school in his memory in his village. The widow true to her deceased husband's words has made over the money to the district board which has thankfully accepted the amount and started a school in fulfilment of the donor's wishes."

While in Bulandshahr Chaudhri Ganga Das and Babu Lehri Singh, Rais, Loharka, constructed a model upper primary school at Loharka at their own cost (about Rs. 2,000). In Rae Bareli, "The Rana of Khajurgaon and the Raja of

Shivagarh built six new schools. Besides these several Maktab buildings were constructed during the year by private persons." In Jaunpur, where the pace of enrolment has been so rapid, necessity has been the mother of an ingenious device. "A teacher is given Rs. 40 to provide a school house. He enlists the help of the *zamindars* and up springs a building which would have cost Rs. 300 or Rs. 400 if it had been constructed at the entire cost of the Board." The recent rule sanctioning a grant-in-aid of Rs. 30 towards an aided school building should have a beneficial effect on aided schools.

Municipal schools.

The mismanagement of schools by municipalities has been animadverted on in successive annual reports. The Inspector of Benares can say little in favour of the Municipal schools in three districts, all of which he visited in his cold weather tour and thus recounts some of his experiences :—

"I discovered a school aided by the municipality which had been admittedly closed for three weeks before I suddenly appeared on the scene. The teacher was said to be instructing the boys at his own house, as he had been indisposed. I went to see him and was introduced to an ancient and venerable gentleman who was bed-ridden and had clearly been incapable of doing any work for a very long time. At another municipal school in the same town, the teacher was so deaf that he could not hear a word I said to him. These are obvious examples of men depending on the charity of the municipal board under the guise of school masters."

Municipal schools have been not only persistently starved but very badly supervised. The reason for this is that there is no proper machinery for looking after them. Where the cost of creating it is prohibitive there is much to be said for the plan of transferring the management of municipal schools to district boards ; but the wealthier municipalities might well adopt the plan followed by the Benares municipality and appoint a paid secretary and an inspecting officer of the rank of a sub-deputy inspector to look after their schools for them.

Aided schools.

Aided schools have passed through a somewhat trying ordeal during the past two years. In 1906-07 they had to face a very severe outbreak of plague. In the year under report, they had to stand the severe stress of famine, which, the Inspector of Rohilkhand writes :—"Though slower and more gradual is yet more permanent and harmful in the long run." Moreover an aided school is harder hit in time of scarcity than a district board school. This was specially noted in Cawnpore where "they suffer in attendance owing to the comparatively larger fees charged in order to suport their teachers. The ordinary fee is 2 annas a month compare with the quarter anna of the board schools;" and in Jhansi where "the effects of famine were more severely felt by the poorly paid aided school teachers, who even in prosperous years lead a precarious existence in this district." The fact that they have not been crippled but have gone on increasing, would seem to justify the policy of aiding private enterprise and to have established their right to be considered a permanent and important factor in the system of primary education. It is possible to form this conclusion without being blind to the notorious defects of aided schools. The manager if he does not manage badly is usually a lay figure that does not manage at all. They are poorly staffed, badly equipped, and wretchedly housed, and they seldom go beyond the lower primary stage. The Chairman of Basti makes a severe indictment against them:—

"I wish that I could endorse the optimistic opinion expressed by my predecessor in last year's report with regard to schools of this class. My own opinion possibly goes to the opposite extreme of pessimism as I regard schools of this type as being with a few rare exceptions of infinitesimal utility. These institutions serve to swell the statistics to a respectable figure, but I hope that the time is not far distant when they will be ruthlessly swept away, and no man will be allowed to teach in any kind of a school unless he has at least passed the Vernacular Final examination in both forms of the vernacular."

The stricture of the Inspector of Agra is even more damaging:—"It is only in some exceptional cases that pupils in the aided schools make any appreciable progress." The case against them could not be more strongly put. Nevertheless, their future need not be despaired of. Their importance lies in their being the cheapest means of extending elementary education and from this point of view they have found a staunch supporter in the Chairman of Budaun whose vigorous defence deserves to be quoted in full :—

"The subject is one of such importance that I should like to take this opportunity of expressing my views upon it. For all practical purposes it seems to me impossible to avoid considering it as a problem of *doing the best we can with necessarily limited funds*. Obviously it is our duty to satisfy the demand for the rudiments of education where it exists. If there

were any immediate prospect of the board's being able to find funds for the general provision of board schools in every village, it would be possible to look on the aided school merely as an index of local requirements. Failing this the aided system is clearly the cheapest. More boys can be given the rudiments of education under it than in any other way, and if it is not successful it seems to me that we must endeavour to remedy the defects. The argument that it only affords a very meagre equipment for life seems to me entirely beside the point. The ordinary village boy does not intend to earn his living by the pen. It might be very well argued that any general encouragement to him to do so, in the present state of affairs, would be dangerous, and I may say in passing that Mr. Streatfeild's methods of fostering a demand for a literary as opposed to a rudimentary general education seem clearly open to this serious objection. It surely cannot be seriously maintained that our main duty with regard to primary education is not to provide as many boys as possible with the means of learning to read, write and figure. If this is admitted, the criticisms of the system seem to me entirely beside the point and only disclose defects in carrying it out. One point cannot be too strongly insisted on. These defects are in my opinion very largely due to the half-hearted way in which the system has been worked.

"Managers and teachers look on their schools as stepping stones to better things because they have been encouraged to do so. Enterprising "literati" in search of a job open aided schools without any real local support because sufficient enquiries are not made before sanctioning the grant. I have even seen teachers in aided schools taken away to "officiate on higher pay" in board schools. Obviously such defects are fatal to the whole system. Once it is clearly recognised that the board can only hope to maintain schools of its own in important centres and the rest of the neighbourhood must depend on aided schools which cannot hope for conversion, something like permanency may be hoped for, but the present half-hearted attitude towards the whole subject seems to me decidedly mischievous. Personally I would go further and see no reason why the policy laid down by Government some years ago should not be carried to its legitimate conclusion. It was then if I remembered rightly laid down that the ultimate type of village school was to be one managed by the village itself with a teacher locally appointed and possibly hereditary rights. That such a system is preferable to a vast departmental system seems to me undoubted. In short my opinion is that as a matter of policy the aided system is the best for the great majority of villages and as a matter of finance we must inevitably adopt it as the mainstay of primary education."

Mr. Pearson's policy of expansion is in sharp contrast with Mr. Streatfeild's policy of concentration and he certainly makes out a good case for it; but he misses the point that a school, so inefficient that it does not really provide "the means of learning to read and write," may be dear at any price. It is not necessary, however, to adjust the claims of these two rival policies. In the wide field of elementary education there is ample room for both. The Inspector of Lucknow sums up the matter correctly when he says :—

"It seems possible that aid has in the past been given too readily and without discrimination in the desire to count heads and point to new schools, with the natural result that we now have a large crop of very inferior schools and no funds to improve them or even maintain them decently. If this is so it merely shows that the system has been badly administered and not that the system in itself is altogether bad."

Rural and urban schools.

In the United Provinces no difference is made in the curriculum or the standards prescribed for rural and urban schools. The course of instruction laid down up to the upper primary standard is elementary enough to suit all classes of scholars. The choice of suitable object lessons in which a differentiation can most easily be made for different classes of students is left to the discretion of district educational authorities.

Finance and primary education.

The financial question raised by the Chairman of Budaun is one of supreme consequence in connection with elementary education and has a most important bearing on the commonly expressed demand for free and universal education. It was ascertained last year that while there are in these provinces only 9,177 villages with a recognised aided or unaided school no fewer than 1,06,669 are without. Only a visionary can anticipate that these latter can be reached by district board schools for a very long time to come. To abolish the fee income would by diminishing the resources of the boards retard the spread of education. Hence aided schools whatever their defects seem destined to play for many years to come a useful role in extending facilities.

CHAPTER VII.

Training Schools for Teachers.

(1) Training Institutions for Teachers in European Schools.

(*a*) *For Masters.*

A training class for masters in European schools was opened during the year at Sanawar. The opening of a training class alone, however, will not solve the problem of providing competent teachers. In the first place, young men will be no more inclined to go to a training college than to teach in a school unless the prospects of teachers are materially improved. In the second place, schools cannot without assistance afford to pay the enhanced salary necessary to secure a better stamp of teachers. Government has, therefore, arranged to pay stipends to selected students and to make liberal supplementary grants towards their salaries when they return from Sanawar as trained teachers.

(*b*) *For Mistresses.*

The number of training classes for mistresses has decreased by one owing to the closing of the class at Wynberg Orphanage, Mussooree. An attempt was made at the beginning of 1908 to revive it, but without success. Ten candidates appeared at the examination held at All Saints' High School, Naini Tal, by the Inspector of schools. All passed, most of them doing creditably.

(2) Training Institutions for Masters for Native Schools.

(*a*) *Secondary and primary school teachers, English.*

Government Training College, Allahabad.

The most important occurrence recorded in the Principal's report is the sudden drop in the number of students. The number fell from 66 to 38, the latter figure including six old pupils left over from the previous year. The decrease of 28 is practically identical with the number of deputed teachers, *viz.*, 29 on the rolls during the previous year; further only five of the new admissions were graduates. The popularity of the Training College may be regarded as a safe index to the comparative popularity of the Education department among Government services. In its early days it was decidedly unpopular, and later it has only been filled by the system of deputing teachers. That scheme came to an end in 1906. To a non-stipendiary student the period of training means additional expense, while to the stipendiary his capacity to earn a salary is postponed for a year. Before embarking upon a course of training a prudent man will ask himself whether the future prospects justify a further period of study. The paucity of graduates and the comparative emptiness of the College prove conclusively that very few will venture on the experiment. The fact is the fortunes of the Training College and the interests of the department are inseparably connected and the way to make the former attractive is to improve the conditions of service in the latter. The only sure means of improving education is to get better teachers, and for this it is necessary to pay them better. More liberal conditions of service have been foreshadowed and have only, it is hoped, been postponed by the blight of famine. But meanwhile the present state of things is serious enough. Not only is the department boycotted by the vast number of able graduates, and handicapped by the competition of better paid departments, which rob the service even of men trained at Government expense, but many only join it until they can find a more lucrative career. It will, of course, but always be possible to get a supply of some sort, but the important thing is to get the right kind of men—men of ability and character. Other men may be dear at any price, and it is poor economy to spend Government money in stipends on inferior material. With what material it has the staff of the Training College does, all things considered, wonderfully well, and the men it turns out do not lack professional zeal and enthusiasm. It must be gratifying to the Principal to find that the men trained at the College have generally won appreciation and that there is a brisk demand for their services.

(*Vide* General Table III)

An integral part of the training, the Principal points out, is the training in outdoor exercises, which should enable students to take an active part in the organisation of school games when they become teachers. Unfortunately they rarely keep up their interest and fail to turn their training to account. Some stimulus is needed, and the Principal appeals to inspectors and headmasters to give more

substantial encouragement to teachers who are good at games. Certainly one who at personal sacrifice throws himself heartily into the games of the school is deserving of advancement. The conduct of the students was quite satisfactory.

The proposal to establish two training colleges—which has been under consideration for some time and was recommended at the Naini Tal Conference—has been sanctioned by Government. The higher grade college will be located at Allahabad and will confine itself to training graduates for the degree of licentiate in teaching. The Principal and Vice-Principal will be officers of the Indian Educational Service. The lower grade college will be established at Lucknow in close proximity to the Jubilee High School, which will be used as a demonstration and practising school.

Anglo-Vernacular Teachers' examination.

The results of the certificate examination were somewhat disappointing. Only two candidates out of 28 were placed in the first division. The following is gathered from the reports of examiners :—

In mathematics both seniors and juniors lacked a grasp of principles. In English spelling was weak and pronunciation was defective. The greatest success was achieved in subjects which can be crammed, like the principles of teaching, or in those which require mechanical dexterity, like model maps and black board drawing. But there was a general failure in subjects which demand mental rather than manual power; and in the practical work there is far too much tendency to rhetorical display, misapplication of half understood pedagogical formulæ, and a great lack of educational tact. These criticisms do not reflect so much on the methods of the Training College as they emphasise the paramount importance of attracting men of greater ability to undergo the course of training.

(b) Secondary and primary school teachers, vernacular.

Normal schools for masters.

With the decision to retain the school at Almora, the number of normal schools in these provinces has probably been fixed for sometime to come. During the year their functions have been restricted and the number of pupil teachers under training reduced. As the training classes attached to middle vernacular schools will in future turn out teachers for lower primary schools, the normal schools can confine themselves to training teachers for secondary vernacular schools, for the primary classes of anglo-vernacular schools and head teacherships of upper primary schools. The demands upon them therefore will not be so great, and it has been possible to reduce the number in each school to 80 pupils, the maximum number for which it is possible to provide sufficient practice in teaching—a matter of paramount importance in the training. The work done during the session is favourably reported on and the results of the examination at the end of the course were satisfactory. But the devotion to method seems sometimes to be carried to the pitch of idolatry, and weakness in literary subjects leads to superficiality and lack of scholarship. Before the year closed a special committee was appointed to suggest improvements in the system and the subject of the courses in normal schools was exhaustively discussed, and a number of recommendations for changes were made.

The health of the students has been generally good. Regular physical training has no doubt been an important factor in producing this result. It was reported of the pupils at Almora that "they look to-day at the close of their training much healthier and stronger than they were two years ago when they first came for admission." The prospects of the pupil teachers are apparently not always properly looked after by deputy inspectors. When a man after two years' training is given on his return to his district no higher pay than he received before his training, he not unreasonably feels aggrieved, and his experience is likely to discourage others.

Buildings.

The normal school at Almora occupied its new building in January. The Lucknow school has been removed from the Kaiserbagh, where it was somewhat confined, to the abandoned lunatic asylum across the Goomti. The new premises are spacious and healthy and have the further advantage of being removed from the city. The new site provides plenty of room for good play-grounds but money is needed to lay them out.

Discipline at normal schools.

The conduct of the students has not been altogether satisfactory and some of those who have passed out have given trouble in their districts and acted in a

manner quite incompatible with their profession of teacher. They require to be closely looked after, and when, as sometimes happens, the staff is not working together smoothly, they quickly get out of hand. There has been trouble at more than one normal school from this cause. But the reduction in the number of students should make for better supervision.

Training classes.

Formerly there was only one training class in each district, but they have proved so useful that their number has been greatly increased. There are now 102 classes, distributed after careful inquiry according to local needs, and yet more are wanted. Three years' experience has brought to light certain defects in their working, but the appointment of an inspector of normal schools and training classes has already resulted in improvements being effected. Much depends on the interest taken by the district inspecting staff and where this is half-hearted or unintelligent the classes are not doing well. The state of the training classes is often a criterion of the capacity of the deputy inspector. Where the instructor of the class has been injudiciously selected or the supervision exercised over his work and that of the pupil teachers by the head teacher is allowed to be merely nominal good results cannot fairly be expected. But these defects are not inherent in the system which has fulfilled its object in turning out a better class of teachers for the lower primary schools at a comparatively low cost. One inspector even reports that their products are occasionally better than normal certificated men, which he attributes to their greater opportunities of practising what they are taught.

Teachers' meetings.

Teachers' meetings have been regularly held, and are said to have grown in popularity. In the Agra division it is reported that 90 conferences were held and that they were attended by more than a thousand uncertificated teachers. The Inspector of Rohilkhand complains that "there is a pernicious tendency to stereotype some of the new methods of teaching." This is the result partly of ignorance and partly of a too slavish devotion to certain methods that have been taught for generations at the normal school. But of their usefulness there can be no question. "They help the untrained," as the Inspector of Kumaun remarks, "to rise to better things and tend to stimulate the trained to greater keenness over their work."

(3) Training Institutions for Mistresses for Native Schools.

Government Female Normal school, Lucknow.

The numbers in the normal school and in the model school have risen to 194. But of these only 5 are in the training class—a fact which is attributed to the poor results achieved last year at the Vernacular Final examination. These in turn are explained by the lack of good teaching and the irregular attendance of the day scholars who form the bulk of the pupils. As famine has induced parents to keep their girls at home to do needle work, this irregularity has been greater than usual.

In accordance with instructions given by the late Miss West, the methods of training and organisation have been much improved. Criticism lessons have been introduced, greater opportunities have been given for actual teaching and class management, records of work have been kept and regular teachers' meetings and reading classes for scholars have been held. The monotony of ordinary routine has been varied by occasional lectures and excursions to places of interest in the neighbourhood. Callisthenics have been added to the curriculum and both indoor and outdoor games have been encouraged. The addition of four ordinary class rooms and a kindergarten room has much increased the accommodation. The boarding house, however, needs extension, and many applicants have had to be refused. If the school has so far failed as a training ground for teachers it has at any rate made steady and continuous progress as a place of education. The staff is now to be greatly strengthened, and it is hoped that more of those who receive an education at the school will be fitted to enter the training class for teachers.

Isabella Thoburn College Normal School, Lucknow.

At the Isabella Thoburn College the number in the senior class has risen from eight to fourteen, but in the junior class it has unfortunately fallen to two. This decrease, however, is in the Principal's opinion likely to be temporary only. Special attention has been given to the practice of teaching, in the shape both of criticism and of continuous teaching in the school classes. Lectures and excursions have varied the ordinary routine. A small museum has been started and a grant of Rs. 450 from Government has been used to improve the library and apparatus.

Central Training School for girls, Benares.

The Central Training School for girls at Benares which was started in October 1907 by a committee of leading citizens is on strictly *parda* lines. It is supported by donations and by contributions from the district and municipal boards of Benares, Mirzapur and Ballia. It is estimated that half a lakh of rupees is needed for a suitable building, towards which the Raja Sahib of Bhinga has generously promised Rs. 10,000. Though in six months its enrolment has risen to 130 pupils, it has succeeded in attracting only five students to the training class. But the school is still in its infancy and an institution begun with so much enthusiasm and under such favourable auspices, must surely succeed in the end.

CHAPTER VIII.

TECHNICAL EDUCATION.

SECTION A.—*Technical and industrial education.*

The whole question of technical and industrial education in the United Provinces was exhaustively discussed at the Industrial Conference held at Naini Tal in August 1907; and the measures required for removing deficiencies were embodied in definite resolutions. It is only necessary in this report to refer briefly to the steps which have been taken by the department to carry out the recommendations of the Conference.

A site has been secured for an Institute of Chemical Technology at Cawnpore, and the task of drawing up plans has been taken in hand. Land has been acquired at Roorkee and plans are under preparation for the conversion of the Thomason Civil Engineering College into the Engineering Branch of the Technological Institute. The question has been raised whether the college should not be reserved for higher work only and whether provision should not be made elsewhere for some of the more elementary classes. This matter is now under consideration. Arrangements have also been made for the extension and better equipment of the Industrial School, Lucknow, with a view to securing a higher standard of work there. Similar schools are to be established at Cawnpore and Gorakhpur. At the latter place a site has already been secured and all arrangements have been completed for starting building operations forthwith. Plans and estimates have been drawn up for a carpentry school, which is to be established at Bareilly, and a suitable site has been selected. The difficult question relating to the way in which technical education is to be linked up with ordinary education remains for solution, but the institution of a School Leaving Certificate Examination at the high school stage, providing a wide extension of school courses on the "modern side," is an important step towards it.

SECTION B.—*Industrial School, Lucknow.*

The school has apparently never been in a more flourishing condition. The enrolment of 259 is the highest yet reached and the average monthly enrolment and average daily attendance both show an improvement; but the relative proportion of boys from various classes is practically unaltered. Of the boys on the rolls 52 were sons of artizans, 24 sons of traders, 85 sons of clerks and mukhtars, and 32 sons of menials; the last mentioned class, to which industrial education offers many advantages, has increased by 14. According to classification by race and creed the Hindus have gained on the Muhammadans, the numbers being 117 and 140, respectively. The school is divided into four preparatory classes containing 142 boys, four ordinary classes with 82 boys, and six special drawing classes with 35 boys. More than half the school therefore consists of boys in the preparatory stage pursuing a purely literary education; and there can be no doubt that this preliminary section is a hindrance to the work of the Industrial School proper. It has been suggested that these classes should be separated from the main school and that in their instruction particular attention should be paid to the manual occupations of kindergarten with a view to accustoming the boys to use their hands. Government has agreed to try the experiment. A considerable addition to the machinery and plant has already been made and a new engine house has been sanctioned. It has been decided to erect new workshops to accommodate both the smithy and carpentry classes and a small boarding house. An evening class for mechanics for the railway workshops was organized during the year under report and has since been opened. The attendance has been very gratifying. The proposal to transfer the second grade class for motor car drivers from Roorkee to Lucknow, for which the school appears to be specially suited, has since met with the sanction of Government.

Industrial work.

For purely industrial work the boys were thus distributed at the close of the year; 181 boys were learning carpentry, wood-turning and joinery, 60 iron and steel-forging, fitting and machine work, 18 casting, moulding and pattern making. The work of the boys in the workshops is reported to have improved both in quality and quantity, but progress has been somewhat retarded by a regrettable delay

in the delivery of plant and tools ordered in England early in 1906. Altogether the progress of the school and the contemplated improvements justify a very hopeful outlook for the future of the school as an industrial institution.

SECTION C.—*Medical School, Agra.*

The number of the male students has slightly increased and amounted last year to 261; that of female students remains about the same. The Principal considers the results of the various examination, the statistics of which occupy the major portion of his report, satisfactory. The staff of lecturers has remained unchanged and is well reported on. A third lady doctor was sanctioned in the course of the year. The following structural improvements have been carried out: new quarters for the superintendent of the hostel and for servants have been completed; the dissecting room for female students now affords ample accommodation for 50 students and is well ventilated. A new hostel for female students which is said to be a fine structure and new maternity wards will soon be ready for use. The conduct of the students, both male and female, is reported to have been satisfatory.

SECTION D.—*Agricultural College, Cawnpore.*

The following is taken from a brief note kindly supplied by the Director of Land Records and Agriculture, who now controls the institution :—

"During the past year the Indian staff has been further strengthened by the appointment of several additional lecturers and demonstrators in agriculture, botany and chemistry and an assistant surgeon has been appointed as zoological lecturer.

Three new boarding houses have been completed and two additional superintendent's quarters added, and we now have sufficient accommodation for our full complement of students, *i.e.*, about 160.

Plans and estimates have been sanctioned for Hindu and Muhammadan dining halls and cook-houses and the latter are well on the way to completion. A small dairy has been started for instructional purposes with all necessary accommodation for 20 cows.

The improvements and additions to the playing fields have been completed, including a new hockey ground and four new tennis courts. A large size pipe has been laid down for supplying the boarding houses with municipal water and water has been laid on to the temporary laboratories. Considerable progress has been made with the erection of the permanent buildings of the College.

As the course of studies has been altered from a 2-year to a 3-year course, there has been no final examination during the current year. The health of the students has been satisfactory.

The last balance sheet of the Instruction Farm showed a profit of over Rs. 300. An appreciable amount of land was levelled but there is a considerable amount still to do before the whole area can be properly cultivated: the students and staff continue to benefit by seeing practically all the different crops that can be grown in the Provinces grown on a commercial scale."

SECTION E.—*Night Schools.*

Railway night schools.

The night school at Lucknow for the European and Eurasian apprentices of the Oudh and Rohilkhand Railway has an enrolment of 50 and is as full as it is ever likely to be. To relieve the regular teacher, an assistant teacher has been appointed and a senior pupil put in charge of the lowest division. The work is creditable and all the arrangements are satisfactory, except that better accommodation is needed for the drawing class.

The school at Jhansi maintained by the Great Indian Peninsula Railway is smaller and more elementary. But it has now passed the experimental stage and is in regular working order.

Night schools for primary education.

An experiment initiated last year in the Benares district is worthy of mention. Eighteen night schools were opened for adults, who are given elementary vernacular instruction by teachers of boys' schools. The enrolment was 599 with an average attendance of 458. Night schools of a similar kind have been opened in other places also, notably Lucknow; but though intended for adults are as a matter of fact chiefly attended by school boys, as a sort of substitute for private tuition. The Cawnpore commercial night school, which has been referred to in previous reports, has ceased to admit school boys and has in consequence almost dwindled out of existence.

SECTION F.—*Business departments.*

Business departments of colleges.

The business departments maintained at several aided colleges are flourishing. The Department of Commercial Education, as it is called, at the Reid Christian College is especially successful, and its usefulness has been extended by the opening with the help of Government of a Commercial Normal Department, which will train graduates and undergraduates to teach commercial subjects in high schools. At the Allahabad Christian College the engineering department has obtained the services of a new professor from America.

CHAPTER IX.

Female Education.

Schools and scholars.

Considering the difficulties connected with the extension of female education, the numerical progress, at least, which has taken place during the year under report may be regarded as not altogether unsatisfactory. The number of institutions of all kinds has arisen from 1,067 to 1,135, and the total enrolment from 40,111 to 47,613. Such figures might suggest that female education is making some genuine advance and that social prejudices against it are gradually but slowly breaking down. A careful analysis, however, of the figures does not yield a very optimistic conclusion; for it shows that, though there is no reason for despair or for slackening of effort, the real progress is infinitesimally small. Though the number of students in colleges has risen from 39 to 42, and though there is a slight advance from 970 to 1,004 in the secondary stage, the enrolment in the upper primary stage has actually fallen from 1,633 to 1,489. The overwhelming majority therefore still remains in the lower primary stage, and of these a very large proportion are reading in the preparatory classes. The growth of the number of girls in the lower primary stage from 32,261 to 40,204 indicates that the reluctance to afford any education at all to girls is diminishing, but the fact that the vast majority leave school before passing the lowest standard examination must mean that the education they receive is almost nominal. The number of primary girls' schools for natives increased from 755 to 841, and of the scholars therein from 22,117 to 26,094, or by 18 per cent. The number of girls in boys schools increased at a more rapid rate, *viz.*, from 10,645 to 14,516 or by 36 per cent.

(*Vide* General Table I.)

(*Vide* General Table III.)

Anglo-vernacular education.

In Anglo-vernacular secondary schools the numbers reveal a slight retrogression, which is probably only temporary. Instead of 21 schools there are 17, 15 being aided and two unaided, and the enrolment has fallen from 2,329 to 1,864. Nevertheless signs are not wanting in some of the larger cities of a stronger inclination for higher education of girls amongst the respectable classes.

Examinations.

The results of the Vernacular Final examination show an improvement upon last year. There were more candidates, and a larger percentage passed, the actual numbers being 25 and 13 respectively, as compared with 17 and 6 in 1907.

In the English Middle examination there was an appreciable decrease in the number of candidates from 122 to 108. But a higher number, *viz.*, 61, was successful, a result which is the more creditable as the fourteen candidates from the Sigra Normal School, Benares, were prevented from appearing in the examination by an outbreak of cholera.

Though not so good as the results of the Entrance examination last year, the results of the Matriculation have been quite creditable. Ten candidates passed out of 16, one being placed in the first division, and seven in the second.

Isabella Thoburn College.

The failure this year in the B.A. examination of all the four candidates from the Isabella Thoburn College, the only collegiate institution for women in the plains, was most unfortunate, but it does not betoken any falling off in effort or efficiency; for the college was never in a more vigorous and prosperous condition. There is plenty of intellectual life and much attention is paid to physical health, and if the success achieved in public examinations has been less than usual the educational results generally are quite as satisfactory. The Hon'ble Syed Husain Bilgrami has kindly founded a prize of Rs. 100 for the best English essay. Subscriptions have been promised in America for new buildings and Government has given a special grant of Rs. 1,500 for the library.

The state of girls' schools.

When we come to review the tuitional condition of primary schools, we find that it is still in the vast majority of cases very unsatisfactory. All accounts show that there is little or no improvement upon the state of things reported a year ago. A few quotations from the reports received will be sufficient to demonstrate the truth of this. The Chairman of Azamgarh writes:—

"The inspection reports of the inspectress of schools for this division show quite clearly that many girls after being two or three years in the school are scarcely able to form the letters of the alphabets, and there can be no doubt that many of the attendance registers at these schools are fictitious. The work at such schools is on the whole unsatisfactory and must remain so until competent female teachers are available."

The Inspector of Benares division says:—

"I inspected 16 girls' schools during the year and I regret to have to remark that I found them all in a more or less unsatisfactory state, so much so that I am convinced that the money which is being spent on these schools in this division is being practically thrown away. Competent female teachers are not to be had for love or money and that is the root of the whole evil. Nor, when the work of teaching girls is entrusted to old worn-out men, can it be hoped that, in the nature of things, good results could possibly be achieved."

The Inspector of Rohilkhand reports :—

"The majority of girl scholars in this division never pass beyond the preparatory stage. Many girls in a stage above the preparatory are hardly fit for their class. The practice of keeping girls for several years in the same class is very common."

The Inspector of the Agra division thus records his experiences:—

"The statistical returns show an increase in the number of girl pupils. But I may remark that no tangible progress worth the name, is yet made, either by the girls reading in girls' schools or by the girls attending the boys' schools."

The Chairman of Moradabad's account of the genesis of a certain class of girls' school could, I fear, be paralleled in most districts :—

"The history of most of these schools seems to be something as follows. A *Pandit* in search of an income assembles a few girls and teaches them in a half-hearted way. Officers on tour are importuned to visit his school and in this way he collects a number of encouraging remarks of an optimistic character. On the strength of these he applies for and generally obtains a salary. After this, he is less anxious to have his school inspected, and if a visitor does come, one or two girls only are found able to read and the rest are either entirely ignorant or merely know their letters."

Remarks to the same effect might be multiplied. The disinclination of the parent to keep his girl at school is not likely to be weakened by the practical worthlessness of the education imparted.

The teacher problem.

The want of teachers is still the crux of the whole problem, and it is still true that it is not merely a question of getting competent teachers but of getting any teachers at all. Superannuated male teachers must continue to be employed in large numbers, and probably they are more competent than the average mistress; but the '*Pandit* in search of an income,' described above, has many peers, and in many districts the teaching of girls by men is viewed with jealousy and suspicion. The following case related by the Chairman of Basti is exceptional :—

"The teacher of the girls' school at Kapia is an old man and is a resident of the same village. The villagers confide in him and send their daughters and daughters-in-law to the school without any prejudice. Women even 30 or 35 years old read there."

A few quotations will illustrate how sore is the need for female teachers. From Benares it is reported : "Female teachers are no more easy to find than they have hitherto been." In Rohilkhand the Inspector reports:—"For the want of educated mistresses the education of girls can very rarely pass beyond the primary stage. Few girls' schools attempt to follow the curriculum. All the mistresses in the division are uncertificated." And the Chairman of Bareilly says the same and adds :—"The main reason probably is that the mistresses are for the most part incompetent and untrained and do not put their heart in their work."

Girls in boys' schools.

The rapid increase in the number of girls reading in boys' schools might encourage the belief that this is a more hopeful method of spreading female education and therefore cause a regret that the capitation grant, which undoubtedly gave it a great stimulus, has been discontinued during the current year. The Inspector of Benares, indeed, is very sanguine concerning the possibilities of 'co-education' and he has certainly been very successful in promoting the system. The combined efforts of the Chairman and the Inspector raised the numbers of girls in boys' schools from 228 to 2,427 in Jaunpur district alone and in Benares district also the increase was remarkable. The following is a summary of his interesting discussion of the subject:—With proper supervision it is possible to insure that the education of girls is quite as good in boys' schools as that of the boys themselves. The attempt to diffuse education by female agency alone is an attempt to achieve the impossible, since the customs of the country prevent us from

getting capable women teachers. There is no real opposition to the idea of educating girls along with boys up to a certain age amongst the people. During his tour he made a special point of ascertaining the views of the people and while "some excused themselves by merely stating that it was not their *riwaj*; others replied that they had never thought of sending their girls to school as nobody had given them the *hidayat* (hint), but that they were perfectly willing to please the *Sarkar*, if it was the *Sarkar's* wish that their girls should learn to read or write."

The willingness of the villagers to please the *Sarkar* is no doubt commendable, but it is doubtful whether the experience in the Benares division represents a spontaneous or permanent movement on the part of the people rather than a desire merely to humour the authorities. The discontinuance of the capitation grant, which had, undoubtedly, artificially inflated the number of girls in boys' schools in the last two years, will put the reality of the desire for female education to the test. The Inspector himself admits that the system can never do anything but diffuse education up to the lower primary standard at most and that the vast majority of Muhammadans will never send their girls to boys' schools. Thus it leaves two fundamental aspects of the problem wholly unsolved. But while it is possible to be over sanguine in the cause of 'co-education,' the results which his efforts have achieved in so short a time are remarkable, and some of those who have studied up to the lower primary standard in boys' schools may perhaps be tempted to pursue their studies further privately.

The accounts of girls' education in boys' schools elsewhere present however a very different picture. Thus the Chairman of Bulandshahr writes :—"At present there is considerable prejudice in the villages against the system which, as the Deputy Inspector's report shows, is liable to abuse on the part of teachers by means of fictitious entries."

The Inspector of Agra gives the following illustration of the neglect of girls attending boys' schools which it is easy to believe is not unique :—

"As a typical instance of the so-called progress in such schools I may say that some years ago I found a girl reading in a boys' school. She was said to have read nothing as she had not been sufficiently long in the school. A year after I found that very girl seated in the school and the cause of her having made no progress was explained. Another year passed by and the girl had read evidently nothing; but the teacher felt ashamed this time, and at the time of my fourth inspection the girl had disappeared from the scene."

The result of the discontinuance of the capitation grant will probably, as the Chairman of Hardoi believes, result in a considerable decline in the number of girls attending boys' schools; but if the reports of the working of the system generally are to be trusted the recent extraordinary rise in the number of girls in boys' schools did not represent a real educational advance. While the cupidity of the teachers was encouraged the girls received very little instruction, their attendance was almost nominal and fictitious names were entered in the scholars' register.

The problem in female education.

The essential thing in female education is to induce girls in larger numbers to read beyond the lower primary stage. On the one hand they will not otherwise receive an education of any real or permanent value, and on the other, it is almost the only means by which the recruitment of women teachers can be increased to any appreciable extent. This then is the direction in which effort can be most fruitfully directed, and in which, in spite of some praiseworthy attempts, very little success has hitherto been achieved. The Normal school has failed to attract pupils for training in any considerable numbers, and the new training school at Benares has been equally unsuccessful; though there has been no difficulty at either institution in filling the practising school attached with little girls eager to learn. It is not so much active opposition as the customs of the country which passively oppose a massive barrier against the employment of women as teachers.

In a district like Garhwal the backwardness in material civilization is quite sufficient to explain the apathy of the people. "They are," writes the Chairman, "mainly agriculturists. The services of their womenfolk are chiefly utilized in carrying grass and wood from the jungles or doing ordinary field work, with the result that from their infancy they are trained in this direction. Female education is regarded as of less importance than the constant supply of fodder to their cattle." But in the country at large female education is less an economic than a social question; and its extension for a long time to come will be incompatible

with the almost universal obligation amongst the respectable classes of early marriage, and its concomitant the *parda* system. " It is not to be expected, " the Inspector of Benares writes, " that a married girl will willingly attend school or that a woman who has a house and children to look after is capable at the same time of doing good work as a teacher. "

" For years to come," the Inspector of Agra says, " the supply of female teachers must be felt to be an ever-increasing want. The girls of the well-to-do classes reading in our schools will never enter into service either before or after their marriage." The Inspector of Fyzabad division roundly declares : " As long as the people are not for the scheme of female education, so long can nothing be done for it. " In fact the future of female education lies entirely in the people's hands. It cannot be forced upon them, and bribes will be in vain. This being the case it is interesting to note that the most hopeful experiments in female education have been made by the people themselves. Institutions like the Kanya Pathshala which has 80 pupils on the rolls and 33 boarders and could take more but for want of room, the Partap Singh's Girls' school at Moradabad and the Hindu Girls' school at Lucknow have achieved some measure of success in combining the old and the new, carrying education beyond the primary stage, while yet retaining the *parda* system, and bringing up the girls in accordance with the beliefs and customs of the country. These are but small beginnings, but they point the way, and they have here and there begun to win public confidence. It is by liberally aiding and encouraging such institutions, by helping those who help themselves that the State can most successfully push forward the education of women. Rules for the grant of stipends and rewards have lately been promulgated with the special object of inducing the female relatives of teachers to take up educational work. It is too soon to prophesy regarding the likelihood of success, but instances recorded in the district boards reports are of hopeful augury. The Chairman of Dehra Dun writes :—" The opening of a girls' school in Bhogpur, taught by the wife of the headmaster of the town school there, deserves special mention. " In Bijnor the wife of an assistant teacher earned a reward from the District Board for passing the upper primary examination, and the following story comes from Basti :—

" The new mistress, who is the wife of a clerk in the District Board's office, took over charge of this school with effect from 1st December 1907, and though there has been no increase in the enrolment yet the new mistress has much improved the tuition and discipline among the girls. The zeal which the mistress and her husband are displaying in the spread of female education indicates that the school will flourish in the near future."

In Budaun special grants were given to schoolmasters whose female relatives were teaching in the girls' school in the village.

Zenana work remains the special field of the missionaries. But a beginning has been made by District Boards. In Benares a visiting governess visited seven families, but could not get together more than ten girls anywhere. Governesses.

Only less important than the supply of competent female teachers is regular and efficient inspection by inspectresses. The Chairman of Bareilly remarks truly :— Inspection of girls' schools.

" There is also a great lack of proper supervision in the girls' schools. They are occasionally visited by the Deputy and Sub-Deputy Inspectors but frequent inspection by men is inadvisable. Their supervision then lies mainly in the hands of the Inspectress of schools who, though she may frequently visit schools at the headquarters of the district, seldom or never goes into the rural tracts. Nor can a lady very well be expected to go into the more remote parts of the districts. "

During the past year there has been no improvement in this respect : if any thing, there was a falling back, for while the number of girls' schools increased, the cadre of inspectresses remained unchanged. In the Meerut division not a single school was inspected, for Miss Gantzer before she could go her rounds in that division, was sent to officiate as Chief Inspectors and her place could not be filled up for a long time. However the necessity of strengthening the staff has long been recognised and proposals drawn up with this object before the close of the year, have since received the sanction of Government. But the active co-operation of the district inspecting staff will always be necessary, so long as so many schools in the interior remain inaccessible to the Circle Inspectresses. In the Agra division the Inspector says :—" The opening of all the girls' schools has hitherto depended on the efforts of the Deputy Inspector. "

CHAPTER X.

Education of Special Classes.

Section A.—*Europeans and Eurasians.*

Schools and scholars.

(*Vide* General Table III for Europeans.)

There has been a slight decrease in the number of schools from 62 to 60, and in the number of departments represented by them from 78 to 73. The loss is accounted for by the disappearance of two unimportant schools and the closing of special classes for manual training at Oakgrove, Mussooree, for the study of Art at Woodstock, for other special studies at Woodstock and of the Training class at Wynberg, Mussooree. But a special class has been started at the Modern school, Mussooree, and the Manual Training class at Oakgrove, it is understood, will be re-opened. Both the enrolment on March 31st, 1908, and the average enrolment during the year show a slight decrease. There are again five Arts Colleges as before, two for men and three for women; but in the case of those for men at any rate the term is somewhat of a misnomer, for they consist of nothing more than a stray student or two reading in a mixed class of which the majority are studying for admission to the Thomason Civil Engineering College, Roorkee, or for Government departmental examinations. The Inspector notes that the average numbers of both sexes enrolled in these departments are some 20 per cent. higher than they were two years ago, but the actual number is 36 only, and of these 21 are women. During the year the college classes were inspected by the University, and the question whether they could be allowed to continue to exercise the rights of affiliation has been raised as a result of the reports received from the Board of Inspectors. The matter was still under consideration at the close of the year.

Revision of the curriculum.

During the year the course of instruction has been under revision. It is proposed to replace the somewhat heterogeneous courses laid down in the Code, by two staple curricula, literary and scientific, respectively. These curricula will not be prescribed absolutely but will be published as specimen courses indicating the standard up to which the classes should be brought; variations will be freely allowed for satisfactory reasons from the standard curricula and schools will be at liberty to propose alternative courses of equivalent difficulty for the approval of the department. In this important work the Inspector acknowledges the ready help given him by the members of the Text-Book Committee.

Expenditure.

The total expenditure on Europeans school amounted to Rs. 9,20,618 representing a decrease of Rs. 84,916 nearly two and a half lakhs of this was met by grants-in-aid.

(*Vide* General Table IV for Europeans.)

Apart from the diminution in special grants, which were abnormally inflated last year by the grant of Rs. 64,000 to the Diocesan Boys' High School, Naini Tal; to clear off debt, there was an increase under other heads of some Rs. 14,000. Although the expenditure has increased so much in recent years, there are still several directions as the Inspector points out in which money could be laid out to great advantage. The most important is by grants towards salaries of teachers, which schools have hitherto been able to earn but sparingly. But the establishment of the new training school at Sanawar, by turning out a supply of properly trained teachers, will, it is hoped, enable schools to take full advantage in the future of the liberal provisions of Article 38 of the Code. Money is also urgently needed for good furniture and appliances. Schools have as a rule been too poor to replenish their old stock, much of which was originally unsuitable and becomes yearly more unsatisfactory through wear and tear. Thirdly, aid would be welcomed for technical classes. Not only is a sound system of practical training in science and manual work needed in boys' schools but there is a widespread desire, hitherto frustrated for want of funds, to give girls a training in domestic science, and "the eager response," writes the Inspector, "of the elder girls in every school where the introduction of these classes was attempted or even considered would seem to show that there is little foundation for the opinion that the European or Eurasian girl in this country is little inclined to occupations of a practical nature." In consequence of the want of funds a scheme for the introduction of technical subjects into the curricula of European schools for both boys and girls has had

to be postponed. A scheme for encouraging European teachers to read for University examinations and to undergo thereafter a course of professional training was under consideration during the latter part of the year, but was not finally approved before its close.

Examinations.

There has been a very marked decline in the number of candidates in all examinations. The fall from 175 to 126 in the High School examination is not easy to account for; but it may be due, as the Inspector suggests, to the operation of Article 99 of the new Code, which by prescribing a minimum of two years' instruction, possibly excludes some candidates who hitherto gained admission. The decline in the middle school examination is no doubt partly explained by the conditions of the new Code, which makes promotion to the high section no longer dependant on passing the examination. The enormous decrease from 410 to 71 in the number of candidates for the Primary Scholarship examination has been caused by its being converted into a purely competitive examination for the award of scholarships open only to children under twelve years of age.

The percentage of successful candidates is much lower than last year, except in the case of the girls in the middle school examination. In the high school examination the raising of the pass marks from 30 to 40 per cent. and also of the aggregate seems to have been fatal to many who would have passed under the old conditions; but as the only important change in the middle examination was an increase in the aggregate the passing of only 21 per cent. of the boys can only be explained by bad work. The Registrar thus sums up the reports of the examiners:—

"In the high school the papers were on the whole reported to have been moderately well answered. The exceptions were algebra, physics, and the languages. The poor results in algebra were probably more or less accidental, but in the other subjects they were probably due to poor teaching. As regards physics the general lack of properly equipped laboratories is probably a contributory cause, while as regards languages the poor success is attributable to insufficient grounding in the lower classes. No language can be mastered without a number of years of study and if the teaching is inefficient in the earlier stages, success is impossible. In the middle school the results for boys were poor in almost every subject, a state of things which cannot be explained by a change of standard in the papers, for the girls did well in all the subjects except French, algebra and drawing."

The condition of education in European schools for boys is, taken as a whole, far from satisfactory. Poorly paid and therefore often poorly qualified teachers, meagre equipment in furniture and apparatus and buildings that leave much to be desired in convenience and suitability, and which are in addition not always in a state of good repair, are the ordinary causes of ill-success, and all these deficiencies are due to want of funds. Indeed, seeing the straits to which some schools are put to make both ends meet, it is not their comparative inefficiency, but the persevering efforts made under the most depressing conditions to keep up with the times which excite surprise.

Section B.—*Hindus and Muhammadans.*

The percentage of Muhammadans to the total school going-population is 17·9 or ·4 less than last year. They have, therefore, lost some ground in the general educational advance. The comparative preponderance of Hindus, however, occurs only in the primary stage. In secondary education the Muhammadans are, as before, better represented in proportion to their numbers. They constitute 22 per cent. of collegiate students, and hold their own well in University distinctions. Last year, for example, they carried off all three M.A. scholarships given to male candidates. In secondary schools also they form 21 per cent. of the scholars. In particular parts of the Provinces they are unusually well represented. Thus in Fyzabad for every 100 boys enrolled in anglo-vernacular schools, 24 are Muhammadans. In Rohilkhand they form nearly one-half of the total number of scholars attending secondary schools, and over one-third of those in primary schools. In female education the Hindus are much more advanced than the Muhammadans. The strictness with which the *parda* system is observed by the latter is no doubt a serious obstacle to the education of their girls.

Section C.—*Colvin Taluqdars' School, Lucknow.*

The paucity of the numbers reading in the school is felt to be a reproach to the *taluqdars* and great efforts are to be made to render it more attractive.

The school will apply for recognition for the School Leaving Certificate examination and arrangements are being made to teach physics, chemistry and agriculture. Additional land has been acquired for cultivation and Rs. 10,000 voted for a model demonstration farm. A new and better era seems opening before the school.

SECTION D.—*The Reformatory School, Chunar.*

The number of boys under detention continued to decrease and was only 138 at the end of the year. Conduct has been good, offences rare, and punishments slight. The general standard of education is improving and appears to compare not unfavourably with that of ordinary schools. The fact that one discharged boy is now serving as a village teacher illustrates what may be done in this direction. Industrial training is carried on as usual through the medium of ten trades, of which carpentry, tailoring, weaving and gardening are the most popular. The *mochis'* and cane factory are, the superintendent reports, never without orders: the potters' shop too has been continuously busy. The school has been supplied with furniture from the carpenter's shop and the profits of the gardens have nearly doubled. The plan now adopted of teaching a boy his hereditary trade, whenever possible, ought to result in more boys keeping up after their discharge the occupation, which they have learnt at school. The percentage of boys lost sight of annually ought soon to be reduced; for the plan of granting a stipend of Re. 1 per mensem for three years after discharge should enable the school to keep in better touch with released boys. Up to the present the licensing system has completely failed at Chunar. The reasons for this failure are being separately reported.

CHAPTER XI.

Private Institutions.

Private institutions have suffered severely in recent years from plague and the competition of the more popular public institutions. It is therefore most gratifying to record a decided tendency on their part to revive. The number of institutions has risen by nearly 5½ per cent. and of scholars by over 6½ per cent. Though these schools educate only a small fraction of the school-going population—the actual number being 73,728—they reach a class, which would otherwise not be touched by educational influences, and it says much for their vitality and usefulness that they have more than held their own during a famine year. The statistics are too unreliable and fluctuating to make it worth while to analyse them minutely; but certain broad features stand out clearly. Arabic and Persian schools, though they have revived in Meerut, show a slight decrease all round. On the other hand Sanskrit schools have increased by 25 per cent. and their enrolment by over 30 per cent. At the present rate of progress the latter will soon overtake the former. Elementary vernacular schools are fewer in number but teach more pupils, and *Koran* schools have made an appreciable advance. The average enrolment of a school remains at fifteen. Private schools are still proportionately far more popular with Muhammadans than Hindus. "The chief reason for this is," says the Inspector of Rohilkhand, "that at the *muktab* the boy learns the rudiments of his religion whereas district board schools are entirely secular. Since the recent Muhammadan revival there has been a growing tendency among members of that community to insist upon a preliminary grounding in religion for their children."

(*Vide* General Table III.)

CHAPTER XII.

Physical and Moral Training.

Physical training in anglo-vernacular schools.

Physical training in anglo-vernacular schools, though it has made much headway and overcome a good deal of prejudice, still does not get as much attention as it deserves. Interest in games continues to increase, but is too often checked by the scarcity of good play grounds. State schools are usually the best provided, yet in the five district schools in the Agra division three play grounds are borrowed, one is too costly to keep up and the fifth is too small. The want of good play grounds is even more marked in the case of aided schools. Some of the largest of these have no play grounds at all. Seeing that the best way of keeping city boys out of mischief is to interest them in games, the dearth of good playing fields is very much to be deplored. This is one of the directions in which large sums could be very usefully expended, if funds permitted, and in which private generosity could be well employed. It is a pleasure to record that the Bulandshahr school has been presented with a good playing field by Chaudhari Ram Sarup, a gentleman of the district. Gymnastics are practised only by the few; but drill and *desi kasrat* are well done where trained instructors are engaged. Teachers as a class take little interest in the outdoor life of their scholars, and their apathy is an obstacle to its proper organization. The custom of early marriage and the practice of engaging teachers as private tutors out of school hours disincline young teachers to take part in school games.

Inter-school tournaments.

Interest in athletics has, as usual, centred round the annual inter-school tournaments. In many ways these annual events are much more satisfactory than they used to be. Games are played with more skill and in a better spirit, there are fewer instances of foul-play and the stricter enforcement of the rules has checked the tendency to professionalism. The plan of giving cups or shields to winning teams, which is now being more widely adopted, instead of medals or cash prizes to the individual members is better calculated to nourish *esprit de corps*. But there is much truth in the contention of some inspectors that the influence of tournaments has not been altogether for good. "They have," the Inspector of Lucknow writes, "provided a necessary stimulus, but they have at the same time tended to develop a wrong attitude towards school games both amongst masters and boys." Their domination of outdoor sports has, in fact, been analogous to the tyranny of examinations in the class room, and the desire for the brief triumphs of the tournament has concentrated interest in games within a short period of the year and among a few only of its best exponents. "This interest," he adds, "spends itself in one athletic orgy lasting for a week or ten days to the no small detriment of school work and school discipline." The difficulties of making arrangements increase rather than diminish, and the collection of large excitable crowds is in itself undesirable. Physical training in schools no longer needs such strong stimulus and the time seems to have arrived for devising some milder system or for introducing considerable modifications. A meeting of one or two days for athletics and gymnastics will always be necessary; but it would certainly be a step in the right direction to work off the preliminary rounds in different places. Considerations of distance and expense no doubt present difficulties but in the narrower bounds of the new inspection circles they should not be insurmountable.

The lengths to which 'pot-hunting' may be carried and the triumph which awaits the successful 'pot-hunter' are well described in the following extract from an account by an eyewitness of one of the inter-school tournaments :—

> "I may add," says the writer, "that in my opinion there are few sights which can appear more revolting to a sportsman than to see a boy—his breast covered with medals—being paraded in front of the visitors on the prize-day: yet I have seen this, not once only. Next year, perchance, the same boy may be seen parading the arena with a device in silver on his back also."

Vernacular schools.

Very satisfactory accounts are received of the progress of physical education in vernacular schools. Few middle schools have good play grounds, but their students often become remarkably proficient in gymnastics and drill; while *desi kasrat* is becoming universally popular. It is a pity that in crowded cities, where

they are most required, the facilities for games are fewest for want of open spaces. The fact that, in spite of the widespread famine, tournaments for vernacular school boys were held in most districts, shows that the people appreciate what one Inspector well calls "the advent of a more enlightened tradition in these schools." In some districts they threaten to become as unwieldy as the old circle tournaments.

The employment of travelling drill instructors has been extended, though they have been rightly dispensed with in a few districts where teachers taught by them now do the work satisfactorily themselves. The visiting gymnastic instructors, if not retained too long in employment, do much good, but they are apt to grow lazy and as one Inspector puts it "to fasten themselves upon teachers as unwelcome guests."

Conduct in schools.

The conduct of boys both in anglo-vernacular and in vernacular schools has been on the whole distinctly good. Serious offences have been very rare, and the restoration of fines as a mode of punishment for certain offences has had a good effect in inducing punctuality and regular attendance. Discipline has been well maintained, and it speaks well for headmasters and managers that schools have almost everywhere remained quiet under the disturbing influence of political agitation. Isolated instances have occurred in which individual scholars or small groups have been led into foolish courses, but their activity has been easily checked, and the rising tide of excitement which was so marked a feature of the closing months of last year has quite subsided.

Moral training.

Many hard things are said nowadays of Indian education; and perhaps the gravest accusation made against it is that it is divorced from both religion and morality. Critics often fail to realize the insurmountable nature of some of the difficulties which stand in the way of affecting the desired union. Strict religious neutrality must be observed; but in giving moral instruction—to little children especially—to omit absolutely every thing connected with religious feeling and yet to stir the emotions is no easy task for the teacher, however earnest and skilful he may be. That the Government is not apathetic is shown by the readiness with which it provides facilities in State schools for denominational instruction. The provision, however, has remained practically a dead letter; for the public, which is credited with anxiety about the decay of morals, has taken little or no advantage of its opportunities. Again all recognised institutions have complete freedom to teach what religious instruction they please, so long as the hours of secular instruction are not unduly curtailed. In Missionary institutions it consists usually of the daily scripture lesson, and is in a few cases, as at St. John's College, Agra, where there is a Christian hostel, supplemented by daily chapel services, Sunday bible classes and Young Men's Christian Association meetings. In non-Christian schools and colleges the Muhammadans have, on the whole, shown more zeal in the matter than the Hindus, and make common worship, especially at Aligarh, an integral part of the religious training. There is "an arrangement for prayer" at the Kayastha Pathshala and collective worship is practised at the Hindu College. One thing is certain, among scholars there is not much enthusiasm for religious exercises or instruction. At one aided college very few Hindus availed themselves of the *pandit's* lectures. "It was hoped," writes the Principal, "that the parents, who are said to regret so much the independent and atheistic tendency of modern education, would have backed the movement up. Unfortunately they seem very apathetic and to exert very little control over their sons." In one school the boys had to be put in charge of a master during the religious lesson of the *pandit* "lest they escape." There is small evidence to show that parents take any trouble about the religious and moral training of their children while at school, but on the other hand not a little to show that they fail in co-operating with the schoolmaster. The headmaster of one of the most important schools in the province says:—

> "The greatest difficulty with which we have to contend is that of irregularity. Parents ask for leave unceasingly, boys come for admission at irregular intervals . . . . . Parents are naturally disappointed when their sons fail to gain promotion, but will they not help the authorities a little by getting their sons admitted at the beginning of the school year and when they are admitted refuse to apply for leave of absence on their behalf except on urgent matters?"

Another serious obstacle is the way in which parents constantly try to violate or evade rules and when resistance to the authority of the school master is found

to be of no avail endeavour to render him unpopular by misrepresenting his motives. Strict discipline and high ideals of duty are, as they always have been, the best means of moral training. And, the problem so far as the school is concerned, would be solved if every teacher would realize that all school instruction is moral instruction, and that the teacher who works hard himself and makes the boys work hard is giving the most valuable of moral lessons—all the more valuable, perhaps, because the pupils are unaware of it. Unfortunately few teachers have learned to realize that this is so.

CHAPTER XIII.

Preparation and distribution of text-books.

The Text-Book Committee.

The constitution of the Text-Book Committee has been revised under the orders of Government. Four of the members must now be inspectors of schools, one an assistant inspector, one a headmaster of a district school, and not less than six non-official members. Certain alterations have also been made in the rules. A member of the Committee, who has any proprietary rights in a book sent to the Committee for review, may not take part in the discussion of its merits or vote upon the question of its suitability for use in schools; and is required similarly to abstain when the merits of a new book are being compared with those of one already in use in which he is pecuniarily interested. Further the functions of the Committee will be made much more important by the duty of recommending suitable books for use in preparing candidates for the School Leaving Certificate examination.

Work of the Committee.

The number of publications considered by the Committee has increased from 404 to 650, or by more than fifty per cent. But as not one of them was thought fit to displace an existing text-book and only a very few were recommended as alternative text-books, the task of the Committee has been mainly confined to excluding the unsuitable.

The new vernacular readers.

The new vernacular readers, the fruit of some five years' labour, were introduced during the year under report. They represent an attempt to find a common language for Hindi and Urdu speaking scholars in the earlier years of their education and, as such, must be regarded as a linguistic experiment. From reports that have reached me it is clear that opinion is much divided as to the success of the experiment. The subject matter of the new readers, however, is generally regarded as more satisfactory than that of the readers which they have displaced, though some think there is too little poetry and others that there are too many glimpses of the obvious. The simplicity of the lessons has at any rate produced a much better style of reading. As they are more intelligible to the child, there is far less temptation either to gabble or drop into sing-song. The teachers, moreover, have no excuse, or indeed opportunity, for reducing a reading lesson to the mere explanation of an unfamiliar vocabulary. It could scarcely be expected that so radical an innovation would win universal or even general approval all at once; but there seems reason to believe that the linguistic objections which have been raised are not altogether unfounded, and steps are being taken to inquire fully into the matter and ascertain whether the readers can be so modified as to render them more acceptable and more useful.

The supply of text-books.

The supply of text-books to anglo-vernacular schools presents no difficulties. The schools being situated at headquarters, the matter can usually be safely left to private enterprise. Competition in the open market prevents any possibility of exactions. The experiment of opening a small book depôt in the school itself has been tried at the Central Hindu College and is pronounced to be an unqualified success. But the case is different with vernacular schools, and reports show that the problem is not yet satisfactorily solved. Book depôts formerly managed by deputy inspectors, being too complicated, unworkable, and financially unsuccessful, have been almost everywhere abolished; but neither of the alternatives which have taken their place, are quite free from abuses. In some districts the system of appointing authorized book agents works quite satisfactorily, but in others, it is reported, that the agents cause much inconvenience to distant village school teachers by compelling them to take long and expensive journeys several times a year to complete their purchases; it is even alleged that sometimes they are supplied with the wrong books which they are not allowed to return. A case is mentioned in which an officiating deputy inspector introduced not only worthless but harmful text-books through the book agent. The remedy would seem to lie in keeping a closer watch over district inspecting officers and holding them responsible for seeing that book agents do not unnecessarily harass their customers. On the whole the best plan yet tried, though not without the

drawback of giving opportunities for the dissemination of pernicious keys and abstracts, is to throw open the business to general competition. Whether the fault lies with publishers or booksellers, there was great delay in some places in the supply of the new vernacular readers. Some schools in the Lucknow division did not get them for six or seven months.

ALLAHABAD:
The 20th October 1908.

C. F. DE LA FOSSE, M.A.,
Director of Public Instruction,
United Provinces.

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GENERAL TABLE I.

Abstract return of Colleges, Schools and Scholars in the United Provinces of Agra and Oudh at the end of the official year 1907-08.

(For Details see General Table III.)

Area and population.			Institutions and scholars.	Public Institutions.							Private institutions.		Grand total.	Percentage of—	
				Collegiate Education.		School Education, General.		School Education, Special.		Total of public institutions.					
Total area in square miles.	Number of towns and villages.	Population.		Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.		Advanced.	Elementary.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
107,164	Towns... 455 Villages, 105,073 Total ... 105 528	Males ... 24,616,942 Females, 23,074,840 Total ... 47,691,782	Institutions. For males	23	9	537	9,717	108	80	10,474	919	3,672	15,065	Institutions to number of towns and villages.	14·28
			Institutions. For females.	4	...	43	850	6	2	905	...	230	1,135		1·07
			Total ...	27	9	580	10,567	114	82	11,379	919	3,902	16,200		15 35
			Scholars. Males ...	3,424	971	30,736	1,47,726	1,189	3,587	5,37,633	17,443	51,838	6,06,914	Male scholars to male population of school-going age.	16·44
			Scholars. Females...	42	...	3,729	38,968	309	118	43,166	74	4,373	47,613	Female scholars to female population of school-going age.	1·38
			Total ...	3,466	971	84,465	4,86,694	1,498	3,705	5,80,799	17,517	56,211	6,54,527		9·15

GENERAL TABLE II.

Abstract Return of Expenditure on Public Instruction in the United Provinces for the official year 1907-08.

(For details see General Table IV.)

	Total Direct Expenditure on Public Instruction.							Total Indirect Expenditure on Public Instruction.								
	Collegiate Education.		School Education, General.		School Education, Special.		Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.	Total expenditure on Public Instruction.
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.										
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1 Institutions. { For males	5,62,762	4,47,029	16,69,732	14,49,618	1,22,757	1,53,886	44,05,784	1,24,372	663 07	4,30,009	1,70,125	9,12,805	1,37,666	5,87,187	24,28,471	73,75,853
{ For females	8,489	...	3,05,267	1,85,998	41,364	480	5,41,598									
Total ...	5,71,251	4,47,029	19,74,999	16,35,616	1,64,121	1,54,366	49,17,382	1,24,372	66 307	4,30 009	1,70,125	9,12,805	1,37,666	5,87,187	24,28 471	73,75 853
2(*a*)—Percentages of Provincial expenditure included in columns 2—17 to total Provincial expenditure on Public Instruction.	12·36	22·81	10·74	1·53	5·93	4·37	57·74	2·17	3·60	9·94	4·47	15·69	2·81	3·58	42·26	100·00
(*b*)—Percentages of Local Fund expenditure included in columns 2—17 to total Local Fund expenditure on Public Instruction.	·23	...	21.82	46·54	1·32	·96	70.87	...	...	9.20	1·50	15·33	1·07	2·03	29·13	100 00
(*c*)—Percentages of Municipal expenditure included in columns 2—17 to total Municipal expenditure on Public Instruction.	4·36	...	35·67	54·60	·34	1·07	96·04	...	...	...	1·55	1·60	·05	·76	3·96	100·00
(*d*)—Percentages of total expenditure in columns 2—17 to total expenditure on Public Instruction.	7·74	6·06	26·79	22·17	2·23	2·09	67·08	1·69	·90	5·83	2·30	12·38	1·86	7·96	32·92	100·00

GENERAL TABLE II.

Abstract Return of Expenditure on Public Instruction in the United Provinces for the official year 1907-08—(concluded.)

(For details see General Table IV.)

		Total Direct Expenditure on Public Instruction.						
		Collegiate Education.		School Education, General.		School Education, Special.		Total.
		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	
1		2	3	4	5	6	7	8
3. Average annual cost of educating each pupil in—		Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Government Institutions.	Cost to Provincial Revenues.	159 5 11	542 11 11	19 6 0	9 9 3	156 12 1	32 9 1	98 15 8
	Cost to Local and Municipal Funds.	...	...	...	0 1 5	...	6 10 2	2 1 3
	Total Cost ...	209 0 3	560 7 9	25 11 3	10 0 7	157 2 9	43 11 9	110 12 8
Local Fund Schools.	Cost to Provincial Revenues.	...	...	0 8 2	...	...	...	0 1 3
	Cost to Local Funds.	5 11 5	...	9 0 0	3 8 0	60 13 7	22 3 0	4 6 8
	Total Cost ...	46 13 9	...	15 8 8	3 15 0	61 3 2	27 6 4	5 12 4
Municipal Schools.	Cost to Provincial Revenues.	...	...	...	...	...	...	...
	Cost to Municipal Funds.	...	...	10 3 1	4 8 10	...	10 7 6	5 2 5
	Total Cost ...	...	...	20 1 7	5 6 7	...	10 7 6	6 13 2
Institutions in Native States.	Cost to Native State Revenues.	...	...	28 8 10	4 2 4	...	...	21 4 8
	Cost to Local and Municipal Funds.	...	...	...	...	...	...	...
	Total Cost ...	...	...	29 13 11	4 2 4	...	...	22 5 5
Aided Institutions.	Cost to Provincial Revenues.	54 12 6	...	6 8 6	0 1 0	3 5 7	1 0 0	1 8 5
	Cost to Local and Municipal Funds.	10 3 2	...	7 4 10	1 15 4	11 9 1	10 13 4	2 13 3
	Total Cost ...	198 13 5	...	41 5 3	2 13 5	101 14 8	43 3 5	10 5 4
Unaided Institutions—Total Cost.		85 1 9	87 13 11	43 14 3	4 15 1	152 5 4	47 5 10	29 10 6
All Institutions.	Cost to Provincial Revenues.	69 0 4	457 11 2	2 7 7	0 1 0	74 7 1	21 12 5	1 15 10
	Cost to Local and Municipal Funds.	4 14 11	...	8 5 10	3 1 5	24 11 6	7 10 10	3 15 7
	Total Cost ...	172 14 4	486 6 11	24 10 10	3 10 8	111 12 9	41 11 0	9 3 10

GENERAL

Return of Colleges, Schools and Scholars in the

Class of institutions.	Public							
	Under Public Manage							
	Managed by Government.				Managed by District or Municipal Boards.			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
COLLEGIATE EDUCATION. *Arts Colleges.*								
English	2	496	508	442	...	...	...	...
Oriental	1	400	377	338	1	7	7	5
Colleges or Departments of Colleges for Professional Training.								
Law	1	133	120	78	...	...	...	...
Medicine	...	...	...	...	...	...	...	...
Engineering	1	551	516	515	...	...	...	...
Teaching	1	38	41	37	...	...	...	...
Agriculture	1	101	98	88	...	...	...	...
Total ...	**7**	**1,719**	**1,660**	**1,498**	**1**	**7**	**7**	**5**
SCHOOL EDUCATION, GENERAL. *Secondary Schools.*								
For Boys — High Schools ...	1	410	420	383	39	10,276	9,881	8,522
For Boys — Middle — English	...	...	...	...	16	1,998	1,921	1,629
For Boys — Middle — Vernacular.	6	767	745	595	329	42,319	39,577	30,325
For Girls — High Schools ...	...	...	...	...	...	...	...	...
For Girls — Middle — English	...	...	...	...	...	...	...	...
For Girls — Middle — Vernacular.	...	...	...	...	1	82	72	48
Total ...	**7**	**1,177**	**1,165**	**978**	**385**	**54,675**	**51,451**	**40,524**
Primary Schools.								
For Boys	9	267	263	220	5,512	3,17,595	2,90,348	2,24,156
For Girls	36	1,890	1,739	1,139	293	8,562	7,743	5,749
Total ...	**45**	**2,157**	**2,002**	**1,359**	**5,805**	**3,26,157**	**2,98,091**	**2,29,905**
SCHOOL EDUCATION, SPECIAL. *Schools for Special Instruction.*								
Training Schools for Masters	6	594	608	575	102	593	544	523
Training Schools for Mistresses.	1	35	39	33	...	...	...	...
Schools of Art	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...
Medical Schools ...	2	329	311	307	...	...	...	..
Engineering and Surveying Schools.	...	...	...	...	...	...	...	...
Technical and Industrial Schools.	3	284	277	225	2	55	56	44
Commercial Schools ...	...	...	...	...	...	...	...	...
Agricultural Schools ...	...	...	...	...	...	...	...	...
Reformatory Schools ...	1	130	134	124	...	...	...	...
Other Schools	45	1,579	1,733	1,304	4	304	255	197
Total ...	**58**	**2,951**	**3,102**	**2,568**	**108**	**952**	**855**	**764**
Total of Colleges and Schools of Public Instruction.	**117**	**8,004**	**7,929**	**6,403**	**6,299**	**3,81,791**	**3,50,404**	**2,71 198**

TABLE III.

United Provinces for the official year 1907-1908.

Institutions.							
ment.				Under Private Management.			
Maintained by Native States.				Aided by Government or by District or Municipal Boards.			
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
10	11	12	13	14	15	16	17
...	...	...	...	10	1,651	1,530	1,183
...	...	...	...	2	53	58	43
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	12	1,704	1,588	1,226
1	335	300	122	52	13,133	12,763	10,825
1	62	54	42	47	6,066	5,577	4,580
...	...	...	...	11	1,429	1,218	970
...	...	...	...	19	1,778	1,790	1,625
...	...	...	..	15	1,499	1,430	1,305
...	...	...	...	2	166	164	148
2	397	354	164	146	24,071	22,942	19,453
6	154	150	125	4,026	1,37,233	1,27,225	1,02,792
...	...	...	...	504	15,355	13,754	10,866
6	154	150	125	4,530	1,52,588	1,40,979	1,13,658
...	...	...	...	...	...	...	...
...	...	...	...	4	259	259	245
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	7	447	416	381
...	...	..	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	7	269	264	229
...	...	...	...	18	975	939	855
8	551	504	289	4,706	1,79,338	1,66,448	1,35,192

GENERAL

Return of Colleges, Schools and Scholars in the

	Class of institutions.	Public institutions—(*concld.*). Under Private Management—(*concld.*). Unaided. Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls, monthly during the year	Average daily attendance.	Grand Total of public institutions.	Grand Total of scholars on the 31st of March.	Number of scholars on the 31st of March learning— English.	A classical language.	A vernacular language.	Europeans and Eurasians.
1		18	19	20	21	22	23	24	25	26	27
School Education, General, Collegiate Education.	*Arts Colleges.*										
	English	9	611	595	500	21	2,758	2,737	1,709	13	50
	Oriental	2	248	229	171	6	708	187	654	54	...
	Colleges or Departments of Colleges for Professional Training.										
	Law	5	148	144	105	6	281	281	...	...	1
	Medicine	...	...	...	...	...	...	...	...	...	...
	Engineering	...	...	...	...	1	551	551	...	...	65
	Teaching	...	...	...	...	1	38	38	...	33	1
	Agriculture	...	...	...	...	1	101	101	...	...	...
	Total ...	16	1,007	968	776	36	4,437	3,895	2,363	100	117
	Secondary Schools.										
	For Boys. High Schools ...	11	2,284	2,270	1,884	104	26,438	23,211	8,982	22,496	1,651
	For Boys. Middle Schools English...	19	1,509	1,444	1,203	83	9,635	6,174	1,893	8,564	372
	For Boys. Middle Schools Vernacular	4	77	74	57	350	44,592	...	13	43,416	...
	For Girls. High Schools ...	3	92	157	143	22	1,870	1,320	542	782	1,269
	For Girls. Middle Schools English...	2	85	90	82	17	1,584	892	22	1,365	302
	For Girls. Middle Schools Vernacular	1	98	95	75	4	346	...	...	344	...
	Total ...	40	4,145	4,130	3,444	580	84,465	32,097	11,452	75,967	3,594
	Primary Schools.										
	For Boys	164	5,078	4,422	3,382	9,717	4,60,327	460	372	4,35,708	184
	For Girls	17	560	418	309	850	26,367	569	...	25,095	269
	Total ...	181	5,638	4,840	3,691	10,567	4,86,694	1,029	372	4,60,803	453
School Education, Special.	*Schools for Special Instruction.*										
	Training Schools for Masters	...	...	...	...	108	1,187	...	...	1,187	...
	Training Schools for Mistresses.	1	17	18	15	6	311	146	4	259	42
	Schools of Art ...	...	...	...	...	...	...	...	...	...	...
	Law Schools... ...	...	...	...	...	...	...	...	...	...	...
	Medical Schools ...	...	...	...	...	2	329	...	...	...	5
	Engineering and Surveying Schools.	6	81	85	80	6	81	81	7	62	81
	Technical and Industrial Schools.	3	170	119	99	15	956	195	34	634	1
	Commercial Schools ...	1	37	35	28	1	37	37	...	...	3
	Agriculture Schools ...	...	...	...	...	...	...	...	...	...	...
	Reformatory Schools ...	...	...	...	...	1	130	...	...	130	...
	Other Schools ...	1	20	18	15	57	2,172	154	224	1,794	71
	Total ...	12	325	275	237	196	5,203	613	269	4,066	203
Total of Colleges and Schools of Public Instruction.		249	11,115	10,213	8,148	11,378	5,80,799	37,634	14,456	5,41,936	4,367
PRIVATE INSTITUTIONS.	1. *Advanced teaching*— (*a*) Arabic or Persian ...					516	9,766	92	8,898	1,626	...
	(*b*) Sanskrit ...					403	7,751	34	7,494	294	...
	(*c*) Any other oriental classic					...	...	...	...	...	...
	2. Elementary, teaching a vernacular only or mainly. For Boys					2,166	32,387	781	395	31,203	...
	2. Elementary, teaching a vernacular only or mainly. For Girls					128	2,464	28	14	2,422	...
	3. Elementary, teaching the Koran. For Boys					1,383	17,583	...	16,825	702	...
	3. Elementary, teaching the Koran. For Girls					100	779	...	760	5	...
	4. Other Schools not conforming to Departmental standards. For Boys					123	2,943	1,290	881	2,503	...
	4. Other Schools not conforming to Departmental standards. For Girls					2	55	19	...	55	...
	Total ...					4,821	73,728	2,241	35,267	38,810	...
	Grand Total ...					16,200	6,54,527	39,878	49,723	5,80,746	4,367

TABLE III.

United Provinces for the official year 1907-1908.

Classification of scholars on the 31st of March according to race or creed.							Number of girls in boys' schools.	Number of boys in girls' schools.
Native Christians.	Hindus. Brahmans.	Hindus. Non-Brahmans.	Muhammadans	Buddhists.	Parsis.	Others.		
28	29	30	31	32	33	34	35	36
67	584	1,341	715	...	1	...	1	...
...	662	9	37	...	...	...	...	...
1	67	164	47	...	1	...	...	...
...	...	...	...	..	...	...	...	..
9	83	282	112	...	...	...	...	...
2	10	20	5	...	...	...	...	...
1	15	51	34	...	...	...	...	...
80	1,421	1,867	950	...	2	...	1	...
784	4,804	13,623	5,500	35	32	9	191	...
645	1,624	4,767	2,215	1	7	4	93	...
130	10,798	23,984	9,602	4	...	74	53	...
513	5	63	6	...	10	4	...	223
1,179	28	60	3	...	12	...	...	155
160	99	31	55	...	1	...	...	30
3,411	17,358	42,528	17,381	40	62	91	337	408
658	1,31,955	2,66,954	59,422	115	4	1,035	12,977	...
627	5,417	15,319	4,709	8	1	17	...	376
1,285	1,37,372	2,82,273	64,131	123	5	1,052	12,977	376
1	493	532	156	3	...	2	...	...
103	26	111	29	...	...	...	...	2
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
66	50	157	50	...	...	1	...	...
...	...	...	...	...	...	...	...	...
393	74	167	320	...	1	...	...	...
17	3	7	6	...	1	...	3	...
...	...	...	...	...	...	...	...	...
3	15	74	38	...	...	...	...	...
9	298	1,473	321	...	...	...	...	...
592	959	2,521	920	3	2	3	3	2
5,368	1,57,110	3,29,189	83,382	166	71	1,146	13,318	786
...	156	860	8,746	...	...	4	63	...
...	6,970	780	...	...	1	...	11	...
...	...	...	...	...	...	...	...	...
1,184	6,013	19,935	5,255	...	...	...	343	...
704	290	1,270	206	...	...	...	...	14
...	9	52	17,522	...	...	...	720	...
...	...	...	779	...	...	...	...	35
100	409	1,213	1,170	...	46	...	61	...
52	...	3	...	...	...	...	...	...
2,040	13,847	24,118	33,672	...	47	4	1,198	49
7,408	1,70,957	3,53,307	1,17,054	166	118	1,150	14,516	835

GENERAL TABLE IIIA.

Number of Scholars on the 31st March, classified according to sex, race or creed.

		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
				Brahmans.	Non-Brahmans.				
COLLEGIATE EDUCATION—									
Arts Colleges—									
English	Male	20	60	583	1,338	715	...	...	...
	Female	30	7	1	3	...	...	1	..
Oriental	Male	...	...	662	9	37	...	....	....
	Female	...	...	...	...	...	...	...	...
Colleges for Professional Training—									
Law	Male	1	1	67	164	47	...	1	...
	Female	...	...	...	...	...	...	...	...
Medicine	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Engineering	Male	65	9	83	282	112	...	...	...
	Female	...	...	...	...	...	...	...	...
Teaching	Male	1	2	10	20	5	...	...	...
	Female	...	...	...	...	...	...	...	...
Agriculture	Male	...	1	15	51	34	...	...	...
	Female	...	...	...	...	....	...	...	...
Total	...	**117**	**80**	**1,421**	**1,867**	**950**	...	**2**	...
SCHOOL EDUCATION—GENERAL—									
Secondary Schools—									
For Boys—									
High Schools	Male	1,460	784	4,804	13,623	5,500	35	32	9
	Female	191	...	...	...	...	...	...	...
Middle Schools—									
English	Male	279	645	1,624	4,767	2,215	1	7	4
	Female	93	...	...	...	...	...	...	...
Vernacular	Male	...	130	10,790	23,940	9,601	4	...	74
	Female	...	...	8	44	1	...	...	...
For Girls—									
High Schools	Male	160	33	1	19	6	...	4	...
	Female	1,109	480	4	44	...	...	6	4
Middle Schools —									
English	Male	126	29	...	...	...	...	...	...
	Female	176	1,150	28	60	3	...	12	...
Vernacular	Male	...	23	4	3	...	...	...	...
	Female	...	137	95	28	55	...	1	...
Total	...	**3,594**	**3,411**	**17,358**	**42,528**	**17,381**	**40**	**62**	**91**
Primary Schools—									
For Boys	Male	110	607	1,28,549	2,58,534	58,403	111	4	1,032
	Female	74	51	3,406	8,420	1,019	4	...	3
For Girls	Male	88	48	84	154	2	...	...	...
	Female	181	579	5,333	15,165	4,707	8	1	17
Total	...	**453**	**1,285**	**1,37,372**	**2,82,273**	**64,131**	**123**	**5**	**1,052**
SCHOOL EDUCATION—SPECIAL—									
Schools for Special Instruction—									
Training Schools	Male	...	3	493	532	156	3	...	2
	Female	42	101	26	111	29	...	...	...

GENERAL TABLE IIIA.

Number of Scholars on the 31st March, classified according to sex, race, or creed—(concluded).

		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
				Brahmans.	Non-Brahmans.				
SCHOOL EDUCATION—SPECIAL—*(concluded).*									
Schools for Special Instruction—(concluded).									
Schools of Art	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Law Schools	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Medical Schools	Male	...	13	50	150	48	...	...	...
	Female	5	53	...	7	2	...	...	1
Engineering and Surveying Schools.	Male	81	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Industrial Schools	Male	1	348	74	166	319	...	1	...
	Female	...	45	...	1	1	...	...	...
Commercial Schools	Male	...	17	3	7	6	...	1	...
	Female	3	...	...	...	...	...	...	...
Agricultural Schools	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Reformatory Schools	Male	...	3	15	74	38	...	...	...
	Female	...	...	...	...	...	...	...	...
Other Schools	Male	71	9	298	1,473	321	...	...	...
	Female	...	...	...	...	...	...	...	...
Total	...	203	592	959	2,521	920	3	2	3
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.		4,367	5,368	1,57,110	3,29,189	83,382	166	71	1,146
PRIVATE INSTITUTIONS—									
1. ADVANCED TEACHING—									
(*a*) Arabic or Persian.	Male	...	...	156	860	8,683	...	...	4
	Female	...	...	...	...	63	...	...	...
(*b*) Sanskrit	Male	...	...	6,961	778	...	...	1	...
	Female	...	...	9	2	...	...	...	...
(*c*) Any other Oriental Classic.	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
2 ELEMENTARY TEACHING—A VERNACULAR ONLY OR MAINLY—									
For Boys	Male	...	1,176	5,928	19,764	5,176	...	...	...
	Female	...	8	85	171	79	...	...	...
For Girls	Male	...	...	...	6	8	...	...	...
	Female	...	704	290	1,264	192	...	...	...
3. ELEMENTARY TEACHING—THE KORAN ONLY—									
For Boys	Male	...	...	9	52	16,802	...	...	...
	Female	...	...	...	...	720	...	...	...
For Girls	Male	...	...	...	...	35	...	...	...
	Female	...	...	...	...	744	...	...	...
4. OTHER SCHOOLS NOT CONFORMING TO DEPARTMENTAL STANDARDS—									
For Boys	Male	...	62	407	1,217	1,168	...	28	...
	Female	...	38	2	1	2	...	18	...
For Girls	Male	...	...	...	...	...	...	...	...
	Female	...	52	...	3	...	...	...	...
Total of Private Institutions	...	...	2,040	13,847	24,118	33,672	...	47	4
Grand Total	...	4,367	7,408	170,957	3,53,307	1,17,054	166	118	1,150

GENERAL

Return of Expenditure on Public Instruction in the

Objects of Expenditure.	Public					
	Under Public					
	Managed by Government.					
	Provincial Revenues.	District Funds	Municipal Funds.	Fees.	Endowments and other sources.	Total.
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION. *Arts Colleges.*						
English	1,21,165	...	...	43,133	801	1,65,099
Oriental	19,878	...	...	...	...	19,878
Colleges or Departments of Colleges for Professional Training.						
Law	225	...	....	7,821	3,485	11,531
Medicine	...	...	...	...	...	...
Engineering	3,27,041	...	...	2,444	...	3,29,485
Teaching	26,167	...	...	...	...	26,167
Agriculture	67,193	...	...	...	...	67,193
Total ...	5 61,669	...	...	53,398	4 286	6,19,353
SCHOOL EDUCATION, GENERAL. *Secondary Schools.*						
For Boys .. High Schools ...	16,276	...	...	6,365	...	22,641
For Boys .. Middle Schools English ...	...	...	...	...	...	..
For Boys .. Middle Schools Vernacular	6,295	...	...	1,008	...	7,303
For Girls... High Schools ...	...	...	...	...	...	...
For Girls... Middle Schools English ...	...	...	...	...	...	...
For Girls... Middle Schools Vernacular	...	...	...	..	...	...
Total ...	22,571	..	...	7,373	...	29,944
Primary Schools.						
For Boys	766	...	...	202	536	1,504
For Girls	18,414	...	180	...	...	18,594
Total ...	19,180	...	180	202	536	20,098
SCHOOL EDUCATION, SPECIAL. *Schools for Special Instruction.*						
Training Schools for Masters ...	89,197	...	...	...	267	89,464
Training Schools for Mistresses ...	12,225	...	...	...	...	12,225
Schools of Art	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...
Medical Schools	35,737	...	...	...	...	35,737
Engineering and Surveying Schools	...	...	..	...	...	..
Technical and Industrial Schools ...	14,094	...	...	1,503	392	15,989
Commercial Schools	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...
Reformatory Schools	29 508	...	...	...	...	29,508
Other Schools	610	16,261	30	9,195	40	26,136
Total ...	1 81 371	16,261	30	10,698	699	2,09,059
Buildings	2,02,602	7,238	...	...	92	2,09,932
Furniture and Apparatus (Special grants only).	19,268	...	...	...	...	19,268
Total ...	2.21,870	7,238	...	...	92	2,29,200
University	...	...	...	...	...	...
Direction	..	...	...	...	...	...
Inspection	...	...	...	...	...	...
SCHOLARSHIPS HELD IN— Arts Colleges	...	...	...	...	...	...
Medical Colleges	...	...	...	...	..	...
Other Professional Colleges ...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...
Technical and Industrial Schools ...	...	...	...	...	...	...
Reformatory Schools	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...
Total ...	...	...	...	...	...	...
Total Expenditure on Public Instruction.	10,06,661	23,499	210	71,671	5,613	11,07,654

TABLE IV.

United Provinces for the official year 1907-08.

Institutions.										
management.										
Managed by District or Municipal Boards.							Managed by Native States.			
Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native State Revenues.	Fees.	Endowments and other sources.	Total.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...
..	40	...	...	...	288	328	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	40	...	...	...	288	328	...	...	...	...
25,582	1,99,287	14,754	1,67,927	610	3,203	4,11,363	10,108	...	...	10,108
...	22,285	12,370	17,314	283	865	53,117	...	48	417	465
...	2,33,383	18,209	84,387	2,691	410	3,39,080	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	..	...	...	...	...
...	480	1,002	...	...	...	1,482	...	...	...	...
25,582	4 55,435	46,335	2,69,628	3,584	4,478	8 05,042	10.108	48	417	10,573
...	9,73,135	79,433	86,990	1,923	1,560	11,43,041	622	...	...	622
...	33,925	13,686	...	...	241	47,852	...	...	...	...
...	10.07 060	93,119	86,990	1 923	1,801	11.90 893	622	...	...	622
...	33,101	192	...	...	...	33,293	...	...	...	...
...	...	...	...	...	...	...	...	..	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	1,828	504	...	...	...	2,332	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	1,034	1,401	...	...	672	3,107	...	...	...	...
...	35,963	2.097	...	...	672	38,732	...	...	...	...
310	4 03,101	3,717	...	4,433	5,477	4,17,038	...	...	...	...
...	28,215	127	151	...	6,998	35,491	...	...	...	...
310	4.31,316	3,844	151	4,433	12,475	4 52,529	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	..		...	...	..	..	...	...
25,892	19,29,814	1 45,395	3,56,769	9,940	19,714	24 87,524	10,730	48	417	11,195

GENERAL

Return of Expenditure on Public Instruction in the

Objects of Expenditure.		Public	Under Private management.					
			Aided by Government or by District or Municipal Boards.					
		Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1		19	20	21	22	23	24	25
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION.	*Arts Colleges.*							
	English	85,927	5,914	10,266	1,09,960	6,185	95,016	3,13,268
	Oriental	1,069	60	22	8	35	1,355	2,549
	Colleges or Departments of Colleges for Professional Training.							
	Law	...	...	...	...	...	...	...
	Medicine	...	...	...	...	...	...	...
	Engineering...	...	...	...	...	...	...	...
	Teaching	...	...	...	...	...	...	...
	Agriculture	...	...	...	...	...	...	...
	Total ...	86,996	5,974	10,288	1,09,968	6,220	96,371	3,15,817
SCHOOL EDUCATION, GENERAL.	*Secondary Schools.*							
	For Boys... High Schools ...	78,306	84,938	20,753	2,03,866	21,743	1,22,438	5,32,044
	For Boys... Middle Schools English ...	8,571	24,982	13,816	45,603	10,963	16,907	1,20,842
	For Boys... Middle Schools Vernacular ...	...	3,278	789	934	1,058	7,327	13,386
	For Girls High Schools ...	55,115	6,494	546	95,847	16,709	35,447	2,10,158
	For Girls Middle Schools English ...	7,823	9,390	1,916	8,860	20,200	22,636	70,819
	For Girls Middle Schools Vernacular ...	...	670	..	...	240	...	910
	Total ...	1,49,815	1,29,752	37,814	3,55,110	70,913	2,04,755	9,,8,159
	Primary Schools.							
	For Boys	2,133	2,06,167	22,484	16,264	22,426	16,840	2,86,314
	For Girls	6,816	34,583	12,995	5,195	33,272	20,909	1,13,770
	Total ...	8,949	2,40,750	35,479	21,459	55,698	37,749	4,00,084
SCHOOL EDUCATION, SPECIAL.	*Schools for Special Instruction.*							
	Training Schools for Masters ...	...	...	...	...	...	...	...
	Training Schools for Mistresses ...	7,869	2,396	606	6,683	...	8,853	26,397
	Schools of Art	...	...	...	...	...	...	...
	Law Schools...	...	...	...	...	...	...	...
	Medical Schools	...	...	...	...	...	...	...
	Engineering and Surveying Schools...	...	...	...	...	...	...	...
	Technical and Industrial Schools ...	240	4,850	120	389	...	12,583	18,182
	Commercial Schools	...	...	...	...	...	...	...
	Agricultural Schools	...	...	...	...	...	...	...
	Reformatory Schools	...	...	...	...	...	...	...
	Other Schools	440	1,920	477	2,445	547	5,373	11,202
	Total ...	8,540	9,166	1,197	9,517	547	26,814	55,781
Buildings		86,500	786	63	1,872	30,575	1,27,390	2,47,186
Furniture and apparatus (Special grants only).		32,655	400	...	1,846	20,478	14,890	70,269
	Total ...	1,19,155	1,186	63	3,718	51,053	1,42,280	3,17,455
University		...	...	...	...	...	...	...
Direction		...	...	...	...	...	...	...
Inspection		...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN—	Arts Colleges	...	...	...	...	...	...	...
	Medical Colleges	...	...	...	...	...	...	...
	Other Professional Colleges ...	...	...	...	...	...	...	...
	Secondary Schools	...	...	...	...	...	...	...
	Primary Schools	...	...	...	...	...	...	...
	Medical Schools	...	...	...	...	...	...	...
	Technical and Industrial Schools ...	...	...	...	...	...	...	...
	Reformatory Schools	...	...	...	...	...	...	...
	Other Schools	...	...	...	...	...	...	...
Miscellaneous		...	...	...	...	...	...	...
	Total ...	...	...	...	...	...	...	...
Total Expenditure on Public Instruction.		3,73,455	3,86,828	84,841	4,99,772	1,61,431	5,07,969	20,37,296

TABLE IV.

United Provinces for the official year 1907-08—(concluded).

Institutions—*(concluded)*.				Total Expenditure from—						
Unaided.								All other sources.		Grand Total.
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Private.	Public.	
26	27	28	29	30	31	32	33	34	35	36
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
17,876	17,430	27,633	62,939	2,07,092	5,914	10,266	1,70,969	1,43,849	3,216	5,41,306
9	5,617	1,564	7,190	20,947	100	22	17	8,859	...	29,945
8,302	...	4,351	12,653	225	...	...	16,123	3,034	4,802	24,184
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	3,27,041	...	...	2,444	...	...	3,29,485
...	...	...	...	26,167	...	...	...	...	...	26,167
...	...	...	...	67,193	...	...	...	...	...	67,193
26,187	23,047	33,548	82,782	6,48,665	6,014	10,288	1,89,553	1,55,742	8,018	10,18,280
53,793	13,538	60,694	1,28,025	1,20,164	2,84,225	35,507	4,31,951	2,10,582	21,752	11,04,181
8,416	5,809	16,096	30,321	8,571	47,267	26,186	71,381	42,766	8,574	2,04,745
148	533	356	1,037	6,295	2,36,661	18,998	86,477	11,860	515	3,60,806
19,980	...	...	19,980	55,115	6,494	546	1,15,827	45,346	6,810	2,30,138
17	1,107	470	1,594	7,823	9,390	1,910	8,877	36,994	7,419	72,413
114	...	210	324	...	1,150	1,002	114	450	...	2,716
82,468	20,987	77,826	1,81,281	1,97,968	5,85,187	84,149	7,14,627	3,47,998	45,070	19,74,999
2,365	4,109	11,663	18,137	2,899	11,79,302	1,01,917	1,05,821	53,952	5,727	14,49,618
879	3,003	1,900	5,782	25,230	68,508	26,861	6,074	54,470	4,855	1,85,998
3,244	7,112	13,563	23,919	28,129	12,47,810	1,28,778	1,11,895	1,08,422	10,582	16,35,616
...	...	...	...	89,197	33,101	192	...	267	...	1,22,757
2,418	...	324	2,742	20,085	2,396	600	9,101	789	8,393	41,364
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	35,737	...	...	...	...	...	35,737
3,161	806	2,590	6,557	...	...	...	3,161	2,601	795	6,557
990	...	...	990	14,334	6,678	624	2,882	12,975	...	37,493
1,467	...	2,559	4,026	...	...	...	1,467	2,559	...	4,026
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	29,508	...	...	...	...	...	29,508
...	...	600	600	10,50	19,215	1,908	11,640	5,530	1,702	41,045
8,036	806	6,073	14,915	1,89,911	61,390	3,324	28,251	24,721	10,890	3,18,487
2,040	18,134	18,475	38,649	2,89,412	4,11,125	3,780	3,912	1,86,326	18,250	9,12,805
959	58	11,621	12,638	51,923	28,615	127	2,956	52,680	1,365	1,37,666
2,999	18,192	30,096	51,287	3,41,335	4,39,740	3,907	6,868	2,39,006	19,615	10,50,471
...	...	...	...	40,000	...	...	(a)84,372	...	...	1,24,372
...	...	...	...	66,307	...	...	...	...	...	66,307
...	...	...	...	1,83,373	2,46,636	...	...	...	...	4,30,009
...	...	...	..	21,670	...	432	3,105	26,844	141	52,192
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	16,799	..	...	...	...	...	16,799
...	...	...	...	31,036	30,762	2,655	502	9,984	2,603	77,542
...	...	...	...	...	3,281	559	...	126	...	3,966
...	...	...	...	10,484	5,990	...	...	...	240	16,714
...	...	...	...	873	197	...	...	196	...	1,266
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	1,554	...	...	...	92	...	1,646
...	...	...	...	65,958	54,490	1,786	2,64,566	1,91,754	8,633	5,87,187
...	...	...	...	4,38,054	3,41,356	5,432	3,52,545	2,28,996	11,617	13,73,000
1,22,934	70,144	1,61,106	3,54,184	18,44,062	(b)26,81,497	2,35,878	14,03,739	11,04,885	1,05,792	73,75,853

(a) Income from fees amounted to Rs. 92,466.

(b) Rs. 7,93,714 were given to District Boards during 1907-08 out of Government of India's six lakhs grant for primary education and it accumulated savings.

GENERAL

Return of the Stages of Instruction of Pupils in Public Schools for General

Class of schools.			Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) stage, but have not passed the Matriculation Examination.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.		
					1			2		
Secondary Schools—					Boys.	Girls.	Total.	Boys.	Girls.	Total.
For boys.	Government	English ...	1	410	57	...	57	181	...	181
		Vernacular	6	767	...	...	...	211	...	211
	District Board	English	49	11,430	1,919	...	1,919	5,919	...	5,919
		Vernacular	326	42,036	...	...	...	16,992	....	16,992
	Municipal ...	English ..	6	844	...	...	...	321	...	321
		Vernacular	3	283	...	...	...	55	...	55
	Native States	English ...	2	397	28	...	28	107	...	107
		Vernacular	...	...	...	...	...	...	...	...
	Aided ...	English ...	99	19,199	1,968	21	1,989	7,270	96	7,366
		Vernacular	11	1,429	...	...	...	316	...	316
	Unaided ...	English ...	30	3,793	500	1	501	1,480	...	1,480
		Vernacular	4	77	...	...	...	64	...	64
	Total ...		537	80,665	4,472	22	4,494	32,196	96	33,012
For girls.	Government	English ...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	District Board	English ...	...	...	...	...	...	...	...	...
		Vernacular	...	...	..	...	...	...	...	...
	Municipal ...	English ...	...	...	...	...	...	...	...	...
		Vernacular	1	82	...	...	...	...	8	8
	Native States	English ...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Aided ...	English ...	34	3,277	...	185	185	22	615	637
		Vernacular	2	166	...	...	...	1	7	8
	Unaided ...	English ...	5	177	...	35	35	...	32	32
		Vernacular	1	98	...	...	...	...	4	4
	Total ...		43	3,800	...	220	220.	23	666	689
Total, Secondary Schools ...			580	84,465	4,472	242	4,714	32,939	762	33,701
Primary Schools—										
For boys.	Government...	...	9	267	...	...	...	...	...	...
	District Board	...	5,356	3,06,589	...	...	...	...	...	...
	Municipal ...	...	156	11,006	...	...	...	...	...	...
	Native States ...	...	6	154	...	...	...	..	...	...
	Aided ...	...	4,026	1,37,233	...	...	...	...	...	...
	Unaided ...	...	164	5,078	...	...	...	...	...	...
	Total ...		9,717	4,60,327	...	...	...	...	...	...
For girls.	Government ...	...	36	1,890	...	...	...	...	...	...
	District Board...	...	233	6,451	...	...	...	...	...	...
	Municipal ...	...	60	2,111	...	...	...	...	...	...
	Native States ...	...	...	...	...	...	...	...	...	...
	Aided ...	..	504	15,355	...	...	...	...	...	...
	Unaided ...	...	17	560	...	...	...	...	...	...
	Total ...		850	26,367	...	...	...	...	...	...
Total, Primary Schools ...			10,567	4,86,694	...	...	...	...	...	...
Grand Total ...			11,147	5,71,159	4,472	242	4,714	32,939	762	33,701

TABLE V.

Education in the United Provinces at the end of the official year 1907-08.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading Printed Books.			Not reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
99	...	99	73	...	73	...	...	...	410	...	410
127	...	127	425	...	425	4	...	4	767	...	767
2,852	...	2,852	740	...	740	...	...	...	11,430	...	11,430
11,432	...	11,432	12,768	46	12,814	791	7	798	41,983	53	42,036
253	...	253	270	...	270	...	...	...	844	...	844
73	...	73	150	...	150	5	...	5	283	...	283
105	...	105	135	...	135	22	...	22	397	...	397
...	...	...	...	...	...	...	...	...	...	...	...
4,937	112	5,049	4,657	43	4,700	89	6	95	18,921	278	19,199
210	...	210	869	...	869	34	...	34	1,429	...	1,429
903	3	906	797	...	797	107	2	109	3,787	6	3,793
13	...	13	...	...	...	...	...	...	77	...	77
21,004	115	21,119	20,884	89	20,973	1,052	15	1,067	80,328	337	80,665
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	25	25	4	45	49	...	...	...	4	78	82
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
115	678	793	153	1,243	1,396	68	198	266	358	2,919	3,277
1	39	40	24	73	97	...	21	21	26	140	166
11	47	58	4	38	42	5	5	10	20	157	177
...	6	6	...	27	27	...	61	61	...	98	98
127	795	922	185	1,426	1,611	73	285	358	408	3,392	3,800
21,131	910	22,041	21,069	1,515	22,584	1,125	300	1,425	80,736	3,729	84,465
33	...	33	198	...	198	36	...	36	267	...	267
37,063	18	37,086	2,30,316	5,845	2,36,161	30,268	3,074	33,342	2,97,652	8,937	3,06,589
535	...	535	9,062	11	9,073	1,384	14	1,398	10,981	25	11,006
...	...	...	154	...	154	...	...	...	154	...	154
3,838	17	3,855	1,13,999	2,801	1,16,800	15,420	1,158	16,578	1,33,257	3,976	1,37,233
184	7	191	3,795	27	3,822	1,060	5	1,065	5,039	39	5,078
41,658	42	41,700	3,57,524	8,684	3,66,208	48,168	4,251	52,419	4,47,350	12,977	4,60,327
...	81	81	...	1,621	1,621	...	188	188	...	1,890	1,890
...	87	87	18	5,408	5,426	1	937	938	19	6,432	6,451
...	48	48	...	1,862	1,862	...	201	201	...	2,111	2,111
...	...	...	...	...	...	...	...	...	...	...	...
27	307	334	254	11,742	11,996	51	2,974	3,025	332	15,023	15,355
7	14	21	3	370	373	15	151	166	25	535	560
34	537	571	275	21,003	21,278	67	4,451	4,518	376	25,991	26,367
41,692	579	42,271	3,57,799	29,687	3,87,486	48,235	8,702	56,937	4,47,726	38,968	4,86,694
62,823	1,489	64,312	3,78,868	31,202	4,10,070	49,360	9,002	58,362	5,28,462	42,697	5,71,159

GENERAL

Return showing the Results of Prescribed Examinations in

Nature of examination.	Number of institutions sending Examinees				Number of Examinees.				
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.
1	2	3	4	5	6	7	8	9	10
ARTS COLLEGES.									
1. Master of Arts	1	4	1	6	15	11	3	7	36
2. Previous M. A.	1	4	...	5	12	20	...	9	41
3. M. Sc. Final	2	1	...	3	4	1	...	...	5
4. M. Sc. Previous	2	2	...	4	2	2	...	...	4
5. Bachelor of Arts	2	8	3	13	59	220	68	19	366
6. B. Sc. ...	2	4	2	8	37	25	8	...	70
7. First B. A.	...	...	...	...	...	...	...	...	...
7. First B. Sc.	...	...	...	...	...	...	...	...	...
7. First Arts	2	9	10	21	139	573	228	36	976
7. Previous Examination	...	...	...	...	...	...	...	...	...
ORIENTAL COLLEGES.									
1. Master of Oriental Learning	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental Learning	...	...	...	...	...	...	...	...	...
3. Honours in Sanskrit (1)	1	...	1	2	107	...	1	...	108
3. Honours in Arabic	...	...	...	...	...	...	...	...	...
3. Honours in Persian	...	...	...	...	...	...	...	...	...
3. Honours in Urdu	...	...	...	...	...	...	...	...	...
4. High Proficiency in Sanskrit (1)	3	5	67	75	100	34	194	5	333
4. High Proficiency in Arabic (2)	...	...	1	1	...	...	1	...	1
4. High Proficiency in Persian	...	...	...	...	...	...	...	...	...
4. High Proficiency in Urdu	...	...	...	...	...	...	...	...	...
5. Proficiency in Sanskrit (1)	5	8	116	129	46	25	352	2	425
5. Proficiency in Arabic (3)	1	2	...	3	1	6	...	4	11
5. Proficiency in Persian	...	...	...	...	...	...	...	...	...
5. Proficiency in Urdu...	...	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING.									
Law.									
1. Doctor of Law	...	...	...	...	...	...	...	...	...
2. Bachelor of Law	2	7	1	10	56	60	4	...	120
3. Previous Examination in Law...	...	5	1	6	...	46	74	...	120
Medicine.									
1. M. D.	...	...	...	...	...	...	...	...	...
2. M. B.	...	...	...	...	...	...	...	...	...
3. L. M. S.	...	...	...	...	...	...	...	...	...
4. First M. B.	...	...	...	...	...	...	...	...	...
4. First L. M. S.	...	...	...	...	...	...	...	...	...
Engineering.									
	...	...	...	...	18	...	...	...	18
	...	...	...	...	3	...	...	...	3
	...	...	...	...	38	...	...	...	38
	...	...	...	...	61	...	...	...	61
1. M. C. E. (Roorkee College Examinations.)	1	...	...	1	4	...	...	...	4
2. B. C. E. (Roorkee College Examinations.)									
3. L. C. E. (Roorkee College Examinations.)	...	...	...	...	14	...	...	...	14
4. First L. C. E. (Roorkee College Examinations.)									
	...	...	...	...	11	...	...	...	11
	...	...	...	...	8	...	...	...	8
	...	...	...	...	20	...	...	...	20
Teaching ...	1	...	...	1	28	...	...	...	28
Agriculture ...	...	...	...	...	...	...	...	...	...

TABLE VI.

he United Provinces during the official year 1907-08.

Number passed.					Race or creed of passed scholars.								
Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists	Parsis.	Others.	Remarks.
							Brahmans.	Non Brahmans.					
11	12	13	14	15	16	17	18	19	20	21	22	23	24
8	7	1	1	17	1	1	8	3	2	..	1	1	
12	14	...	7	33	...	1	14	11	7	...	...	...	
2	1	...	...	3	...	...	2	1	...	...	...	...	
2	1	...	...	3	...	...	...	3	...	...	...	...	
27	113	28	8	176	1	3	39	68	63	...	...	2	
24	3	2	...	29	...	1	9	19	....	...	..	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
87	269	108	9	473	11	14	113	218	114	...	...	3	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	..	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
67	...	...	...	67	...	...	67	...	...	...	...	...	(1) Sanskrit College examinations.
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	..	...	...	...	...	
43	25	115	4	187	...	...	187	...	...	...	...	...	
...	...	1	...	1	...	...	...	...	1	...	...	...	(2) Fazil examination.
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
21	12	119	1	153	...	...	150	3	...	...	...	...	
...	3	...	1	4	...	...	...	...	4	...	...	...	(3) Mulla examination.
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
22	29	1	...	52	1	...	13	28	8	...	1	1	
...	11	22	...	33	1	...	12	16	3	...	1	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
18	...	...	...	18	5	...	2	11	...	...	...	...(4)	(4) Civil Engineer.
3	...	...	...	3	...	...	1	2	...	...	...	...(5)	(5) Electrical Engineer.
33	...	...	...	33	17	...	2	13	1	...		...(6)	(6) Upper Subordinate.
61	...	...	...	61	...	...	11	50	...	...	...	...(7)	(7) Lower Subordinate.
4	...	...	...	4	...	...	1	3	...	...	...	...(8)	(8) Draftsman and Computor.
14	...	...	...	14	1	...	1	7	5	...	...	...(9)	(9) Mechanical Apprentice.
11	...	...	...	11	...	1	1	2	7	...	...	...(10)	(10) Industrial.
8	...	...	...	8	8	...	...	...	...	...	...	...(11)	(11) British Military Survey.
19	...	...	...	19	...	...	...	1	18	...	...	...(12	(12) Native Military Survey.
25	...	...	...	25	1	1	6	13	4	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	

GENERAL

Return showing the Results of Prescribed Examinations in

Nature of examination.	Number of institutions sending Examinees.				Number of Examinees.				
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.
1	2	3	4	5	6	7	8	9	10
SCHOOLS FOR GENERAL EDUCATION.									
1. Matriculation ... For Boys ...	37	45	7	89	759	948	182	70	1,959
For Girls ...	...	4	...	4	...	16	...	...	16
2. High School Examination for Europeans. For Boys ...	...	8	3	11	...	58	25	...	83
For Girls ...	...	10	2	12	...	37	4	...	41
3. Middle School Examination for Europeans. For Boys ...	...	12	2	14	...	91	7	...	98
For Girls ...	...	14	2	16	...	63	7	...	70
3*a*. Middle English Examination for Girls ...	...	17	1	18	...	92	1	1	94
4. Middle Vernacular For Boys ...	328	11	57	396	5,242	90	283	685	6,300
For Girls ...	2	2	...	4	20	4	...	1	25
5. Upper Primary Examination. For Boys ...	2,467	303	17	2,787	19,727	2,027	177	28	21,959
For Girls ...	8	13	1	22	21	98	1	1	121
6. Lower Primary Examination. For Boys ...	...	...	...	...	...	...	...	...	...
For Girls ...	...	...	...	...	...	...	...	...	...
7. Public service certificate examination. English	...	...	...	...	...	...	...	...	...
Vernacular ...	...	...	...	...	...	...	...	...	...
SCHOOLS FOR SPECIAL EDUCATION.									
1. Training School Examination for Masters. Upper	6	...	...	6	366	...	...	149	515
Lower	53	...	...	53	309	...	...	13	322
2. Training School Examination for Mistresses. Upper ... ... / Lower	1	2	...	3	3	16	...	...	19
3. School of Arts Examination	...	...	...	...	...	...	...	...	...
4. Vernacular Medical Examination ...	2	...	...	2	89	...	...	...	89
5. Examination in Engineering	...	...	...	...	...	...	...	...	...
6. Examination in Surveying	...	...	...	...	...	...	...	...	...
7. Industrial School Examination... ...	1	...	...	1	199	...	...	1	200
8. Commercial School Examination ...	...	...	...	...	...	...	...	...	...
9. Agricultural School Examination ...	...	...	...	...	...	...	...	...	...
10. Sanskrit Title Examination	...	...	...	...	...	...	...	...	...
11. Madrassa Central Examination... ...	...	...	...	...	...	...	...	...	...
12. Other Schools Examination	41	...	1	42	2,732	...	13	236	2,981

TABLE VI.

the United Provinces during the official year 1907-08—(concluded).

Number passed.					Race or creed of passed scholars.								
Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Remarks.
							Brahmans.	Non Brahmans.					
11	12	13	14	15	16	17	18	19	20	21	22	23	24
389	406	77	7	879	1	12	199	506	148	...	...	13	
...	10	...	...	10	2	7	...	1	...	...	...	...	
...	40	14	...	54	54	...	...	...	...	...	...	...	
...	25	3	...	28	28	...	...	...	...	...	...	...	
...	17	2	...	19	18	1	...	...	...	...	...	...	
...	37	6	...	43	41	1	...	...	...	...	1	...	
...	50	...	1	51	...	50	...	...	...	....	1	...	
3,785	53	118	268	4,224	...	7	1,396	2,204	617	...	...	...	
9	3	...	1	13	...	1	3	4	5	...	...	...	
15,679	1,407	124	25	17,235	1	84	4,537	9,581	3,002	24	1	5	
13	82	1	1	97	...	71	13	11	2	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
297	...	...	65	362	...	...	169	166	27	...	...	...	
265	...	...	11	276	...	1	99	122	54	...	...	...	
3	16	...	...	19	15	1	...	...	3	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
70	...	...	...	70	...	5	16	33	16	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
116	...	...	1	117	...	...	7	43	67	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
1,283	...	12	123	1,418	12	...	115	1,115	176	...	...	...	

GENERAL

Return showing the Distribution of Local Fund and Municipal Expenditure on Public

Objects of Expenditure.			Expenditure of District Boards In Institutions managed by					
			Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Revenues.	District Funds.
1			2	3	4	5	6	7
							Rs.	Rs.
Collegiate Education.	*Arts Colleges.*							
	English	... ...	...	...	...	...	...	...
	Oriental	... ...	1	7	7	5	...	40
	Colleges or Departments of Colleges for Professional Training.							
	Law	... ...	...	...	...	...	...	...
	Medicine	... ...	...	...	...	...	...	...
	Engineering	... ...	...	...	...	...	...	...
	Teaching	... ...	...	...	...	...	...	...
	Agriculture	... ...	...	...	...	...	...	...
	Total	..	1	7	7	5	...	40
School Education, General.	*Secondary Schools.*							
	For Boys — High Schools	...	39	10,276	9,881	8,522	25,582	1,99,287
	For Boys — Middle Schools — English	..	10	1,154	1,102	917	...	19,783
	For Boys — Middle Schools — Vernacular		326	42,036	39,287	30,089	...	2,33,383
	For Girls — High Schools	...	...	...	...	...	...	...
	For Girls — Middle Schools — English	...	...	...	...	...	...	...
	For Girls — Middle Schools — Vernacular		...	...	...	...	..	...
	Total	...	375	53,466	50,270	39,528	25,582	4 52,453
	Primary Schools.							
	For Boys	... ...	5,356	3,06,589	2,80,558	2,16,752	...	9,68,479
	For Girls	... ...	233	6,451	5,958	4,369	...	33,925
	Total	...	5,589	3,13,040	2,86,516	2,21,121	...	10,02,40±
School Education, Special.	*Schools for Special Instruction.*							
	Training Schools for Masters		102	593	544	523	...	33,101
	Training Schools for Mistresses.		...	...	...	...	...	...
	Schools of Art	...	...	...	...	...	...	...
	Law Schools	... ...	...	...	...	...	...	...
	Medical Schools	...	...	...	...	...	...	...
	Engineering and Surveying Schools.		...	...	...	...	...	...
	Technical and Industrial Schools.		1	47	49	37	...	1,828
	Commercial Schools	...	...	...	...	...	...	...
	Agricultural Schools	..	...	...	...	...	...	...
	Other Schools	... ...	2	123	80	50	...	1,034
	Total	...	105	763	673	610	...	35,963
Inspection		... ...	...	...	...	...	...	...
Scholarships held in	Arts Colleges	...	...	...	...	...	...	..
	Medical Colleges	...	...	...	...	...	...	...
	Other Professional Colleges.		...	...	...	...	...	...
	Secondary Schools	...	...	...	...	...	...	...
	Primary Schools	...	...	...	...	...	...	...
	Medical Schools	...	...	...	...	...	...	...
	Technical and Industrial Schools.		...	...	...	...	...	...
	Other Special Schools — Reformatory		...	...	...	...	...	...
	Other Special Schools — Other	...	...	...	...	...	...	...
Buildings		... ...	...	...	...	...	310	4,03,101
Furniture and Apparatus (Special Grants only).			...	...	...	...	...	28,215
Miscellaneous		... ...	...	...	...	...	...	...
Total		...	...	...	...	...	310	4,31,316
Grand Total		...	6,070	3,67,276	3,37,466	2,61,264	25,892	19,22,176

TABLE VII.

Instruction in the United Provinces for the official year 1907-08.

on Public Instruction.								
District Boards.					In institutions managed by—			Total District Fund Expenditure on Public Instruction.
Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or Associations.	
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	5,914	5,914
...	...	...	288	328	...	...	60	100
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	288.	328	...	...	5,974	6,014
14,754	1,67,927	610	3,203	4,11,363	...	...	84,938	2,84,225
3,299	10,072	278	62	33,494	...	2,502	24,982	47,267
16,243	84,020	2,390	410	3,36,446	...	...	3,278	2,36,661
...	...	...	...	...	...	...	6,494	6,494
...	...	...	...	...	...	...	9,390	9,390
...	...	...	...	...	..	480	670	1,150
34,296	2,62,019	3,278	3,675	7,81,303	...	2,982	1,29,752	5,85,187
39,840	81,709	1,923	1,560	10,93,511	...	4,656	2,06,167	11,79,302
574	...	...	241	34,740	...	...	34,583	68,508
40,414	81,709	1,923	1,801	11,28,251	...	4,656	2,40,750	12,47,810
192	...	...	...	33,293	...	...	...	33,101
...	...	...	...	...	...	...	2,396	2,396
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	1,828	...	...	4,850	6,678
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	672	1,706	16,261	...	1,920	19,215
192	...	...	672	36,827	16,261	...	9,166	61,390
...	...	...	...	...	...	...	...	2,46,636
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	30,762
...	...	...	...	...	...	...	...	3,281
...	...	...	...	...	...	...	...	5,990
...	...	...	...	...	...	...	...	197
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
220	...	4,433	5,477	4,13,541	7,238	...	786	4,11,125
24	151	...	6,998	35,388	...	...	400	28,615
...	...	...	...	...	...	...	...	54.490
244	151	4,433	12,475	4 48,929	7,238	...	1,186	7,81 096
75,146	3,43,879	9,634	18,911	23,95,638	23,499	7,638	3,86,828	26,81,497

GENERAL

Return showing the Distribution of Local Fund and Municipal Expenditure on Public

Objects of Expenditure.			Expenditure of Municipal Boards In institutions managed by					
			Number of Institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Municipal Funds	District Funds.
1			17	18	19	20	21	22
							Rs.	Rs.
COLLEGIATE EDUCATION.	*Arts Colleges.*							
	English	... ...	...	...	...	...	...	...
	Oriental	... ...	...	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.							
	Law	... ...	...	...	...	...	...	...
	Medicine	... ..	...	...	...	...	...	...
	Engineering	... ..	...	...	...	...	...	...
	Teaching	... ...	...	...	...	...	...	...
	Agriculture	... ...	...	...	...	...	..	...
	Total	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL.	*Secondary Schools.*							
	For Boys. Middle. English	...	...	...	...	...	...	...
	For Boys. Middle. English	...	6	844	819	712	9,071	2,502
	For Boys. Middle. Vernacular Schools		3	283	290	236	1,966	...
	For Girls. High Schools	...	...	...	...	...	...	...
	For Girls. Middle. English	...	...	...	...	...	...	...
	For Girls. Middle. Vernacular Schools		1	82	72	48	1,002	480
	Total	...	10	1,209	1,181	996	12,039	2,982
	Primary Schools.							
	For Boys	... ...	156	11,006	9,790	7,404	39,593	4,656
	For Girls	... ...	60	2.111	1,785	1,380	13,112	...
	Total	...	216	13,117	11,575	8,784	52,705	4,656
SCHOOL EDUCATION, SPECIAL.	*Schools for Special Instruction.*							
	Training Schools for Masters	...	...	...	...	...	...	...
	Training Schools for Mistresses		...	...	...	...	...	...
	Schools of Art	... ...	...	...	...	...	...	...
	Law Schools	... ...	...	...	...	...	...	...
	Medical Schools	... ...	...	...	...	...	...	...
	Engineering and Surveying Schools		...	...	...	...	...	...
	Technical and Industrial Schools		1	8	7	7	504	...
	Commercial Schools	...	...	...	...	...	...	...
	Agricultural Schools	...	...	...	...	...	...	...
	Other Schools	... ...	2	181	175	147	1,401	...
	Total	...	3	189	182	154	1,905	...
Inspection		... ...	...	...	...	...	...	...
Scholarships held in	Arts Colleges	...	...	...	...	...	...	...
	Medical Colleges	...	...	...	...	...	...	...
	Other Professional Colleges	...	...	...	...	...	...	...
	Secondary Schools	...	...	...	...	...	...	...
	Primary Schools	...	...	...	...	...	...	...
	Medical Schools	...	...	...	...	...	...	...
	Technical and Industrial Schools	...	...	...	...	...	...	...
	Other Special Schools. Reformatory	...	...	...	...	...	...	...
	Other Special Schools. Other	...	...	...	...	...	...	...
Buildings	... .		...	...	...	...	3,497	...
Furniture and Apparatus (Special Grants only)	... ...		...	...	...	...	103	...
Miscellaneous	... ...		...	...	...	...	...	...
	Total	...	...	...	...	...	3.600	...
	Grand Total	...	229	14,515	12,938	9 934	70,249	7,638

TABLE VII.

Instruction in the United Provinces for the official year 1907-08—(concluded).

on Public Instruction.								
Municipal Boards.				In institutions managed by—			Total Municipal Expenditure on Public Instruction.	Total Expenditure of Local Fund and Municipal Boards on Public Instruction.
Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	District Boards.	Private persons or Associations.		
23	24	25	26	27	28	29	30	31
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	10,266	10,266	16,180
...	...	...	...	...	...	22	22	122
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	..	...	...	...	10,288	10,288	16,302
...	...	...	...	...	14,754	20,753	35,507	3,19,732
7,242	5	803	19,623	...	3,299	13,816	26,186	73,453
367	301	...	2,634	...	16,243	789	18,993	2,55,659
...	...	...	...	...	...	546	546	7,040
...	...	...	...	...	...	1,910	19,10	11,300
...	...	...	1,482	...	...	...	1,002	2,152
7,609	306	803	23,739	...	34,296	37,814	84,149	6,69,336
5,281	...	...	49,530	...	39,840	22,484	1,01,917	12,81,219
...	...	...	13,112	180	574	12,995	26,861	95,369
5,281	...	...	62,642	180	40,414	35,479	1,28,778	13,76 588
...	...	...	...	...	192	...	192	33,293
...	...	...	...	...	...	600	600	2,996
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	504	...	...	120	624	7,302
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	1,401	30	...	477	1,908	21,123
...	...	...	1,905	30	192	1,197	3,324	64,714
...	...	...	...	...	...	...	...	2,46,636
...	...	...	...	...	...	...	432	432
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	2,655	33,417
...	...	...	...	...	...	...	559	3,840
...	...	...	...	...	...	...	...	5,990
...	...	...	...	...	...	...	...	197
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	3,497	...	220	63	3,780	4,14,905
...	...	...	103	...	24	...	127	28,742
...	...	...	...	...	...	...	1,786	56,276
...	...	...	3,600	...	244	63	9,339	7,90,435
12,890	306	803	91,886	210	75,146	84,841	2,35,878	29,17,375

GENERAL TABLE VIII.

Return showing the attendance and expenditure in Hostels or Boarding houses for the official year 1907-1908.

Class of Hostels or Boarding houses.	Number of		Number of Boarders who are students of—					Expenditure from—				
	Hostels or Boarding houses.	Boarders.	Arts Colleges.	Colleges for Professional Training.	Secondary schools.	Primary schools.	Special schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions and endowments.	Fees.	Total expenditure.
1	2	3	4	5	6	7	8	9	10	11	12	13
For Males.								Rs.	Rs.	Rs.	Rs.	Rs.
1. Managed by Government.	23	1,083	55	299	91	...	638	9,846	...	...	1,379	11,225
2. Managed by Local or Municipal Boards.	334	7,723	...	13	7,227	281	202	...	33,991	1,016	14,090	49,097
3. Aided by Government or by Local or Municipal Boards.	33	1,753	275	11	1,248	175	44	21,088	824	32,021	42,382	96,315
4. Unaided ...	69	3,055*	808	25	1,713	500	8	...	5,838	92,136	90,934	1,88,908
Total ...	459	13,614	1,138	348	10,279	956	892	30,934	40,653	1,25,173	1,48,785	3,45,545
For Females.												
1. Managed by Government.	2	117	...	35	...	15	67	2,377	...	...	...	2,377
2. Aided by Government or by Local or Municipal Boards.	26	1,798†	36	41	946	737	18	6,400	1,954	35,601	68,386	1,12,341
3. Unaided ...	14	1,101	...	...	565	536	...	...	...	36,079	25,474	61,553
Total ...	42	3,016	36	76	1,511	1,288	85	8,777	1,954	71,680	93,860	1,76,271
Grand Total ...	501	16,630	1,174	424	11,790	2,244	977	39,711	42,607	1,96,853	2,42,645	5,21,816

* One does not attend any school. † Twenty infants and blind.

GENERAL TABLE III.

Return of Colleges, Schools and Scholars in the United Provinces for the official year 1907-08.

(For Europeans and Eurasians.)

Class of Institutions.	Public institutions. Under Private Management. Aided by Government or by District or Municipal Boards. Number of institutions.	Aided by Government or by District or Municipal Boards. Number of scholars on the rolls on 31st March.	Aided by Government or by District or Municipal Boards. Average number on the rolls monthly during the year.	Aided by Government or by District or Municipal Boards. Average daily attendance.	Unaided. Number of institutions.	Unaided. Number of scholars on the rolls on 31st March.	Unaided. Average number on the rolls monthly during the year.	Unaided. Average daily attendance.	Grand total of public institutions.	Grand total of scholars on the 31st of March.	Number of scholars on the 31st of March learning— English.	A Classical language.	A Vernacular language.	Classification of scholars on the 31st of March according to race or creed. Europeans and Eurasians.	Native Christians.	Hindus. Brahmans.	Hindus. Non-Brahmans	Muhammadans.	Buddhists.	Parsis.	Others.	Number of girls in boys' schools.	Number of boys in girls' schools.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Arts Colleges.																							
COLLEGIATE EDUCATION. English	1	5	3	3	4	31	32	30	5	36	36	28	2	34	1	...	...	1	...	...	...	...	...
Total ...	1	5	3	3	4	31	32	30	5	36	36	28	2	34	1	...	...	1	...	...	...	...	...
Secondary Schools.																							
SCHOOL EDUCATION, GENERAL. For Boys, English... High ...	11	1,385	1,453	1,352	3	275	312	308	14	1,660	1,358	569	1,034	1,632	3	3	1	4	3	14	...	191	...
Middle ...	4	355	344	292	1	27	34	30	5	382	382	41	198	367	...	2	6	2	...	5	...	93	...
For Girls, English... High ...	14	1,181	1,233	1,133	3	92	157	143	17	1,273	1,273	429	273	1,223	20	2	12	2	...	10	4	...	174
Middle ...	5	317	297	262	...	...	...	...	5	317	317	19	96	300	2	3	...	...	..	12	...	...	125
Total ...	34	3,238	3,327	3,039	7	394	503	481	41	3,632	3,330	1,058	1,601	3,522	25	10	19	8	3	41	4	284	299
Primary Schools.																							
For Boys	4	115	104	82	4	74	90	74	8	189	186	...	45	184	1	...	...	...	...	4	...	74	...
For Girls	7	242	239	208	2	31	31	26	9	273	273	...	37	268	4	...	...	...	...	1	..	...	88
Total ...	11	357	343	290	6	105	121	100	17	462	459	...	82	452	5	...	...	...	...	5	...	74	88
Schools for Special Instruction.																							
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Training Schools for Mistresses	1	13	16	16	1	17	18	15	2	30	30	4	...	29	1	...	...	..	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools.	...	...	...	...	6	81	85	80	6	81	81	7	62	81	...	...	...	...	...	...	...	...	...
Other Schools	1	50	52	45	1	20	18	15	2	70	70	...	..	76	...	...	...	...	...	...	...	...	...
Total ..	2	63	68	61	8	118	121	110	10	181	181	11	62	180	1	...	...	..	...	...	...	...	...
Total of Colleges and Schools of Public Instruction.	48	3,663	3,741	3,393	25	648	777	721	73	4,311	4 006	1,097	1,747	4,188	32	10	19	9	3	46	4	358	387

GENERAL

Return of Expenditure on Public Instruction in the
(For Europeans

Objects of Expenditure.	Public Institutions.						
	Under Private management.						
	Aided by Government or by District or Municipal Boards.						
	Provincial Revenues.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.
1	2	3	4	5	6	7	8
COLLEGIATE EDUCATION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.							
English	1,000	...	1,217	...	...	2,217	1,617
Total ...	**1,000**	**...**	**1,217**	**...**	**...**	**2,217**	**1,617**
Secondary Schools.							
SCHOOL EDUCATION, GENERAL. For Boys, English High ...	69,906	1,130	51,345	3,986	53,840	1,80,207	22,716
For Boys, English Middle ...	8,571	1,485	5,174	5,050	4,482	24,762	2,552
For Girls, English High ...	55,115	546	92,651	16,709	20,191	1,85,212	19,980
For Girls, English Middle ...	7,823	230	7,333	3,142	5,062	23,590	...
Total ...	**1,41,415**	**3,391**	**1,56,503**	**28,887**	**83,575**	**4 13,771**	**45,248**
Primary Schools.							
For Boys	1,869	240	2,385	342	2,909	7,745	1,931
For Girls	5,616	1,000	3,661	7,875	3,667	21,819	879
Total ...	**7,485**	**1,240**	**6,046**	**8,217**	**6,576**	**29,564**	**2,810**
SCHOOL EDUCATION, SPECIAL. *Schools for Special Instruction.*							
Training Schools for Masters ...	...	...	...	...	...	...	...
Training Schools for Mistresses ...	5,460	...	2,294	...	...	7,754	2,418
Schools of Arts	...	...	...	...	...	...	...
Engineering and Surveying Schools	...	...	...	...	...	...	3,161
Other Schools	440	...	600	...	430	1,470	...
Total ...	**5,900**	**...**	**2,894**	**...**	**430**	**9,224**	**5,579**
Buildings	46,000	...	1,054	28,659	10,000	85,713	2,000
Furniture and apparatus (Special grants only.)	10,965	...	...	8,599	...	19,564	930
Total ...	**56,965**	**...**	**1,054**	**37,258**	**10,000**	**1,05,277**	**2,930**
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Arts Colleges ...	...	...	...	...	...	...	...
Professional Colleges.	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...
Other Special Schools ...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	..	...
Total ...	...	...	...	...	...	...	...
Total Expenditure on Public Instruction.	**2,12,765**	**4,631**	**1,67,714**	**74,362**	**1,00,581**	**5,60,053**	**58,184**

TABLE IV.

United Provinces for the official year 1907-08.

and Eurasians.)

Unaided.			Total Expenditure from—					
Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Municipal Funds.	Fees.	All other sources.		Grand Total.
						Private.	Public.	
9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
2,400	11,39	5,156	1,000	...	2,834	3,539	...	7,373
2,400	1.139	5,156	1 000	...	2,834	3,539	...	7,373
...	19,694	42,410	69,906	1,130	74,061	74,802	2,718	2,22,617
...	438	2,990	8,571	1,485	7,726	5,050	4,920	27,752
...	...	19,980	55,115	546	1,12,631	30,897	6,003	2,05,192
...	...	...	7,823	230	7,333	3,142	5,062	23,590
...	20,132	65,380	1,41,415	3,391	2,01,751	1,13,891	18,703	4,79,151
...	2,586	4,517	1,869	240	4,316	3,992	1,845	12,262
...	1,308	2,187	5,616	1,000	4,540	10,287	2,563	24,006
...	3,894	6 704	7,485	1,240	8 856	14,279	4,408	36,268
...	...	...	...	...	...	...	...	...
...	324	2,742	5,460	...	4,712	324	...	10,496
...	...	...	...	...	...	...	...	...
806	2,590	6,557	...	...	3,161	2,601	795	6,557
...	600	600	440	...	600	...	1,030	2,070
806	3,514	9,899	5,900	...	8,473	2,925	1,825	19,123
1,968	...	3,968	46,000	...	3,054	30,627	10,000	89,681
...	...	930	10,965	...	930	8,599	...	20,494
1,968	...	4 898	56,965	...	3,984	39,226	10,000	1,10,175
...	...	...	...	...	...	...	...	...
...	...	...	5,080	...	...	...	...	5,080
...	...	...	...	...	...	...	...	...
...	...	...	7,027	...	...	...	943	7,970
...	...	...	...	...	...	...	...	...
...	...	...	520	...	...	...	...	520
...	...	...	1,554	...	..	....	...	1,554
...	...	...	32,016	...	1,44,241	77,147	...	2,53,404
...	...	...	46,197	...	1,44 241	77,147	943	2,68 528
5,174	28,679	92,037	2,58,962	4,631	3,70,139	2,51 007	35,879	9,20,618

GENERAL TABLE V.

(For Europeans and Eurasians.)

Return of the Stages of Instruction of Pupils in Public Schools for General Education in the United Provinces at the end of the official year 1907-1908.

Class of Schools.	Number of Schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.			Upper Primary Stage. Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Lower Primary Stage. Comprising all pupils who have not passed beyond the Lower Primary Stage.						Total.		
												Reading Printed Books.			Not reading Printed Books.					
			1			2			3			4			5					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—																				
For Boys. Aided, English...	15	1,740	177	21	198	565	96	661	457	112	569	234	43	277	29	6	35	1,462	278	1,740
For Boys. Unaided, English	4	302	71	1	72	151	...	151	60	3	63	14	...	14	...	2	2	296	6	302
Total ...	19	2,042	248	22	270	716	96	812	517	115	632	248	43	291	29	8	37	1,758	284	2,042
For Girls. Aided, English..	19	1,498	...	119	119	22	354	376	114	387	501	97	271	368	51	83	134	284	1,214	1,498
For Girls. Unaided, English	3	92	...	35	35	...	18	18	11	13	24	2	7	9	2	4	6	15	77	92
Total ...	22	1,590	...	154	154	22	372	394	125	400	525	99	278	377	53	87	140	299	1,291	1,590
Total, Secondary Schools	41	3,632	248	176	424	738	468	1,206	642	515	1,157	347	321	668	82	95	177	2,057	1,575	3,632
Primary Schools—																				
For Boys. Aided ...	4	115	...	...	...	...	...	...	11	14	25	46	31	77	8	5	13	65	50	115
For Boys. Unaided ...	4	74	...	...	...	...	...	...	10	7	17	21	14	35	19	3	22	50	24	74
Total ...	8	189	...	...	...	...	...	...	21	21	42	67	45	112	27	8	35	115	74	189
For Girls. Aided ...	7	242	...	...	...	...	...	...	21	65	86	46	86	132	11	13	24	78	164	242
For Girls. Unaided ...	2	31	...	...	...	...	...	...	7	12	19	3	9	12	...	...	...	10	21	31
Total ...	9	273	...	...	...	...	...	...	28	77	105	49	95	144	11	13	24	88	185	273
Total Primary Schools	17	462	...	...	...	...	...	...	49	98	147	116	140	256	38	21	59	203	259	462
Grand Total ...	58	4,094	248	176	424	738	468	1,206	691	613	1,304	463	461	924	120	116	236	2,260	1,834	4,094

APPENDICES.

PROVINCIAL TABLE A.—*Showing the number of scholars and percentage under instruction in each district for the year ending 31st March 1908.*

District.	Population.			Number of scholars.			Percentage of male scholars to male population of school-going age.	Percentage of female scholars to female population of school-going age.	Percentage of total scholars to total population of school-going age.
	Male.	Female.	Total.	Male.	Female.	Total.			
1	2	3	4	5	6	7	8	9	10
Dehra Dun ...	102,826	75,369	178,195	3,702	878	4,580	24·00	7·77	17·13
Saharanpur ...	560,843	484,387	1,045,230	15,326	968	16,294	18·22	1·33	10·39
Muzaffarnagar ...	469,243	407,945	877,188	15,366	865	16,231	21·83	1·41	12·34
Meerut ...	820,563	719,612	1,540,175	23,169	1,365	24,534	18·82	1·26	10·62
Bulandshahr ...	599,108	538,993	1,138,101	15,232	776	16,008	16·95	·96	9·38
Aligarh ...	634,872	565,950	1,200,822	14,788	1,166	15,954	15·53	1·37	8·86
Total ...	**3,187,455**	**2,792,256**	**5,979,711**	**87,583**	**6,018**	**93,601**	**18·32**	**1·44**	**10·44**
Muttra ...	409,030	354,069	763,099	10,476	880	11,356	17·07	1·66	9·92
Agra ...	568,822	491,706	1,060,528	15,583	1,855	17,438	18·26	2·52	10·96
Farrukhabad ...	500,897	424,915	925,812	10,806	1,346	12,152	14·38	2·11	8·75
Mainpuri ...	451,356	378,001	829,357	7,943	797	8,740	11·73	1·41	7·03
Etawah ...	437,913	368,885	806,798	9,001	884	9,885	13·70	1·60	8·17
Etah ..	466,787	397,161	863,948	8,461	964	9,425	12·08	1·62	7·27
Total ...	**2,834,805**	**2,414,737**	**5,249,542**	**62,270**	**6,726**	**68,996**	**14·64**	**1·86**	**8·76**
Bareilly ...	585,304	504,813	1,090,117	11,535	1,239	12,774	13·14	1·64	7·81
Bijnor ...	406,697	373,254	779,951	11,019	1,451	12,470	18·06	2·59	10 66
Budaun ...	553,120	472,633	1,025,753	11,423	2,328	13,751	13·77	3·28	8·91
Moradabad ...	631,224	560,769	1,191,993	16,531	2,012	18,543	17·46	2·39	10·37
Shahjahanpur ...	494,919	426,616	921,535	10,284	981	11,265	13·81	1·53	8·14
Pilibhit ...	249,615	220,724	470 339	5,095	683	5,778	13·61	2·06	9·53
Total ...	**2,920,879**	**2,558,809**	**5,479,688**	**65,887**	**8,694**	**74,581**	**15·04**	**2·27**	**9·07**
Cawnpore ...	673,932	584.936	1,258,868	15,185	1,510	16,695	15·02	1·72	8·84
Fatehpur ...	349,381	337,010	686,391	8,259	353	8,612	15·75	·69	8·36
Banda ...	317,599	313,459	631,058	7,810	488	8,298	16·39	1·03	8·76
Hamirpur ...	230,204	228,338	458,542	5,906	343	6,249	17·10	1·00	9·08
Allahabad ...	744,654	744,704	1,489,358	15,537	999	16,536	13·96	·90	7·40
Jhansi ..	315,297	301,462	616,759	8,133	616	8,749	17·20	1·36	9·46
Jalaun ...	206,277	193,449	399,726	6,387	316	6,703	20·64	1·08	11·18
Total ...	**2,837,344**	**2,703,358**	**5,540,702**	**67,217**	**4,625**	**71,842**	**15·79**	**1·14**	**8·64**
Benares ...	445,047	437,037	882,084	27,498	4,391	31,889	41·19	6·70	24·10
Mirzapur ...	530,075	552,355	1,082,430	12,015	519	12,534	15·11	·63	7·72
Jaunpur ...	589,828	613,092	1,202,920	19,838	2,910	22,748	22·42	3·16	12·61
Ghazipur ...	444,735	469,083	913,818	17,260	1,101	18,361	25·87	1·56	13·40
Ballia ...	473,969	513,799	987,768	12,098	401	12,499	17·02	·52	8·44
Total ...	**2,483,654**	**2,585,366**	**5,069,020**	**88,709**	**9,322**	**98,031**	**23·81**	**2·40**	**12·89**
Gorakhpur ...	1,470,469	1,486,605	2,957,074	33,383	853	34,236	15·13	·38	7·72
Basti ...	935,556	910,597	1,846,153	25,900	963	26,863	17·30	·66	9·09
Azamgarh ..	757,314	772,471	1.529,785	19,145	816	19,961	15·80	·67	8·16
Total ...	**3,163,339**	**3,169,673**	**6,333,012**	**78,428**	**2,632**	**81.060**	**16·53**	**·55**	**8·53**
Naini Tal ...	172,970	138,267	311,237	4,228	804	5,032	16·30	3·88	10·78
Almora ...	236,751	229,142	465,893	10,406	722	11,128	29 30	2·10	15·92
Garhwal ...	211,588	218.312	429,900	6,904	156	7,060	21·75	·47	10·95
Total ...	**621,309**	**585,721**	**1,207,030**	**21,538**	**1,682**	**23,220**	**23·11**	**1·91**	**12 82**
Lucknow ...	414,949	378,292	793,241	14,104	1,853	15,957	22·66	3·27	13·41
Unao ...	499,015	477.624	976.639	9,400	153	9,553	12·56	·21	6·52
Rae Bareli ...	510,090	523,671	1,033,761	13,763	489	14,252	17·99	·62	9·19
Sitapur ...	619,837	555,636	1,175.473	12,488	1,170	13,658	13·43	1·40	7·75
Hardoi ...	582,533	510,301	1,092,834	11,176	1,616	12,792	12·79	2·11	7·80
Kheri ...	478,629	426,509	905,138	7,499	366	7,865	10·45	·57	5·79
Total ...	**31,05,053**	**2,872,033**	**5,977.086**	**68,430**	**5,647**	**74,077**	**14·69**	**1·31**	**8·26**
Fyzabad ...	619,403	605,971	1,225,374	14,422	367	14,789	14·56	·38	7·54
Gonda ...	714,204	688,991	1,403,195	14,159	516	14,675	13·22	·49	6·97
Bahraich ...	544,416	506,931	1,051,347	10,100	322	10,422	11·60	·40	6·19
Sultanpur ...	534,932	548,972	1,083,904	9,178	197	9,375	11·44	·24	5·77
Partabgarh ..	446,182	466,666	912,848	8,460	139	8,599	12·64	·20	6·28
Bara Banki ...	603.967	575,356	1,179.323	10,533	726	11,259	11·33	·84	6·36
Total ...	**3,463,104**	**3,392,887**	**6,855,991**	**66,852**	**2,267**	**69,119**	**12·87**	**·45**	**6 72**
Grand Total ...	**24 616 942**	**23,074 840**	**47.691.782**	**6,06,914**	**47,613**	**6,54.527**	**16·44**	**1·38**	**9·15**
Grand Total for previous year.	24,616,942	23,074,840	47,691,782	5,66,063	40,111	6,06,174	15 33	1·16	8·47

PROVINCIAL TABLE B.—*Giving particulars of vernacular primary schools for boys for the year ending 31st March 1908.*

District.	Number of schools.						Total.	Number of scholars.						Total.	Expenditure on schools.	
	Under public management.		Under private management.					Under public management.		Under private management.					Under public management.	Aided.
			Aided.		Unaided.					Aided.		Unaided.				
	Upper.	Lower.	Upper.	Lower.	Upper.	Lower.		Upper.	Lower.	Upper.	Lower.	Upper.	Lower.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
															Rs.	Rs.
Dehra Dun ...	14	21	3	14	...	...	52	205	1,109	53	586	...	...	1,953	6,158	2,229
Saharanpur ...	34	92	3	61	...	..	190	538	4,376	45	1,815	...	...	6,774	26,468	4,474
Muzaffarnagar ...	38	58	6	76	...	...	178	728	4,599	85	2,453	...	...	7,865	19,405	4,611
Meerut ...	68	97	17	101	1	...	284	1,056	9,275	154	4,055	2	35	14,577	32,263	6,922
Bulandshahr ...	79	25	27	80	2	3	216	1,574	4,282	297	2,893	20	131	9,197	24,092	12,128
Aligarh ...	87	61	28	62	...	1	239	848	6,872	147	2,994	...	14	10,875	30,965	6,402
Total ...	**320**	**354**	**84**	**394**	**3**	**4**	**1,159**	**4,949**	**30,513**	**781**	**14,796**	**22**	**180**	**51,241**	**1,39,351**	**36,766**
Muttra ...	51	51	51	49	...	...	202	875	4,336	302	2,945	...	...	8,458	22,274	7,765
Agra ...	64	80	26	72	1	2	245	1,078	5,747	196	2,624	13	98	9,756	27,574	10,720
Farrukhabad ...	46	84	25	52	1	...	208	812	5,660	203	2,000	9	34	8,718	23,424	7,336
Mainpuri ...	28	84	1	44	...	1	158	416	4,949	11	1,317	...	40	6,733	22,228	3,820
Etawah ...	27	75	33	53	...	...	188	342	4,255	133	2,323	...	...	7,053	19,535	8,453
Etah ...	34	80	21	54	...	...	189	704	3,791	123	1,776	..	...	6,394	21,090	5,957
Total ...	**250**	**464**	**157**	**324**	**2**	**3**	**1,190**	**4,227**	**28,738**	**968**	**12 985**	**22**	**172**	**47,112**	**1,36,125**	**4 4051**
Bareilly ...	79	29	6	71	...	...	185	684	4,511	46	1,705	...	...	6,946	24,506	4,061
Bijnor ...	38	51	4	99	...	...	192	530	3,344	40	2,845	...	...	6,759	18,073	5,046
Budaun ...	64	60	11	97	...	...	232	842	4,633	64	3,111	...	...	8,650	23,066	4,735
Moradabad ...	52	85	6	70	...	...	213	757	6,599	51	2,475	...	...	9,882	30,125	3,716
Shahjahanpur ...	37	86	...	61	...	...	184	522	4,696	...	1,653	...	...	6,871	21,999	2,792
Pilibhit ...	42	25	1	23	...	...	91	444	2,454	6	603	...	...	3,507	14,825	1,792
Total ...	**312**	**336**	**28**	**421**	...	...	**1,097**	**3,779**	**26,237**	**207**	**12,392**	...	...	**42,615**	**1,32,594**	**22,142**
Cawnpore ...	63	103	..	78	...	...	244	1,045	7,711	...	2,236	...	...	10,992	35,179	4,278
Fatehpur ...	30	82	3	53	..	...	168	544	4,246	34	1,385	...	...	6,209	18,971	3,254
Banda ...	35	91	...	66	...	...	192	401	4,633	...	1,744	...	...	6,778	21,868	5,307
Hamirpur ...	23	69	...	32	..	...	124	243	3,841	...	741	...	...	4,805	17,742	1,383
Allahabad ...	51	77	...	103	..	...	231	737	5,793	...	2,584	...	...	9,114	32,547	5,661
Jhansi ...	31	97	1	57	...	1	187	341	4,416	6	1,383	...	53	6,199	20,866	4,253
Jalaun ...	26	52	3	37	2	2	122	275	3,797	8	1,077	5	167	5,329	16,339	3,263
Total ...	**259**	**571**	**7**	**426**	**2**	**3**	**1,268**	**3,586**	**34 417**	**48**	**11.150**	**5**	**220**	**49,426**	**1,63,512**	**27,399**
Benares ...	73	27	4	103	...	...	207	1,585	11,982	92	5,247	...	...	18,906	27,925	5,892
Mirzapur ...	29	89	1	69	2	31	221	520	5,965	3	2,207	37	801	9,533	26,879	8,017
Jaunpur ...	57	48	2	73	...	1	181	2,009	12,922	26	4,728	...	37	19,722	36,971	8,025
Ghazipur ...	41	51	4	96	..	...	192	598	9,256	38	5,317	...	...	15,209	19,943	6,547
Ballia ...	55	48	1	53	...	...	157	929	5,905	7	1,943	...	...	8,784	22,260	3,602
Total ...	**255**	**263**	**12**	**394**	**2**	**32**	**958**	**5,641**	**46,030**	**166**	**19,442**	**37**	**838**	**72,154**	**1,33,978**	**32,083**
Gorakhpur ...	83	72	33	224	..	...	412	2,039	12,212	693	13,060	...	...	28,004	31,480	15,400
Basti ...	63	69	23	226	...	...	381	1,284	11,752	251	10,780	...	...	24,067	31,423	13,930
Azamgarh ...	58	69	3	158	...	1	289	1,660	8,228	24	5,563	...	32	15,507	28,231	7,869
Total ...	**204**	**210**	**59**	**608**	...	**1**	**1,082**	**4,983**	**32,192**	**968**	**29,403**	...	**32**	**67,578**	**91,134**	**37,199**
Naini Tal ...	33	45	4	19	...	1	102	194	2,556	13	600	...	28	3,391	12,297	1,695
Almora ...	51	50	15	47	1	11	175	717	5,748	173	2,308	1	399	9,346	18,944	8,910
Garhwal ...	32	74	2	34	...	28	170	551	3,758	52	979	...	836	6,176	16,353	3,849
Total ...	**116**	**169**	**21**	**100**	**1**	**40**	**447**	**1,462**	**12,062**	**238**	**3,887**	**1**	**1,263**	**18,913**	**47,594**	**14,454**
Lucknow ...	21	77	3	104	...	2	207	394	4,664	22	2,772	...	52	7,904	21,093	7,987
Unao ...	52	76	4	61	...	...	193	883	5,729	19	1,627	...	...	8,258	23,977	4.459
Rae Bareli ...	62	50	4	115	1	10	242	919	6,858	29	3,780	4	441	12,031	24,000	6,899
Sitapur ...	86	100	1	47	..	6	240	948	7,737	7	1,572	...	217	10,481	32,137	2,813
Hardoi ...	36	123	1	84	...	2	246	510	6,626	8	2,247	...	61	9,452	23,273	3,999
Kheri ...	48	53	9	78	...	3	91	567	3,649	45	2,138	...	49	6,448	20,944	4,364
Total ...	**305**	**479**	**22**	**489**	**1**	**23**	**1.319**	**4,221**	**35,263**	**130**	**14.136**	**4**	**820**	**54,574**	**1,45.424**	**30.521**
Fyzabad ...	62	46	8	116	.	...	232	742	6,763	83	4,319	...	...	11,907	26,090	7,890
Gonda ...	73	67	5	85	...	5	235	937	7,806	33	2,964	...	178	11,918	28,262	5,692
Bahraich ...	38	64	1	53	4	11	171	756	5,645	22	1,835	40	456	8,754	27,610	3,714
Sultanpur ...	54	45	1	76	...	...	176	712	5,139	3	2,274	...	...	8,128	22,820	4,675
Partabgarh ...	36	59	7	46	1	6	155	615	4,335	74	1,708	12	228	6,972	19,407	5,271
Bara Banki ...	61	59	12	64	1	13	210	902	5,031	60	1,908	13	297	8,211	22,677	5,228
Total ...	**324**	**340**	**34**	**440**	**6**	**35**	**1,179**	**4,664**	**34,719**	**275**	**15.008**	**65**	**1,159**	**55,890**	**1,46,866**	**32,470**
Grand Total 1907-08	**2,345**	**3,176**	**424**	**3,596**	**17**	**141**	**9,699**	**37,512**	**2,80,171**	**3,781**	**1,33,199**	**156**	**4,684**	**4.59 503**	**1,36.578**	**2,77,085**
1906-07	2,270	3,156	452	3,487	15	140	9,520	55,640	2,29,377	6,316	1,20,980	369	4,316	4,16 798	10,30,558	2,62,108

ORDERS OF GOVERNMENT.

No. $\frac{1145}{\text{XV—304}}$ OF 1908.

RESOLUTION.

EDUCATIONAL DEPARTMENT.

Dated Allahabad, the 14th December 1908.

READ—

The general report on Public Instruction in the United Provinces for the year ending 31st March 1908 submitted by the Director of Public Instruction.

OBSERVATIONS.—The report was received in the Secretariat fifteen days after the date fixed for its submission and slightly exceeds the prescribed limit of length. It gives a full and interesting account of the administration of the department during a year in which, in spite of the depressing influence of plague and scarcity both on the demand and on the provision of facilities for education, appreciable advance has been made in many directions. Among the more important events of the year mention must be made of the committee on the improvement of secondary education, the Industrial Conference, the reorganization of the inspection staff, the institution of the school-leaving certificate examination, and the establishment of model high schools in districts which it is hoped will, with the sanction of the Secretary of State, soon be converted into Government institutions. And although it occurred after the close of the year to which the report relates, the Lieutenant Governor cannot allow the opportunity to pass of recognizing the munificence of Raja Udai Partab Singh, C.S.I., of Bhinga, in giving a sum of ten lakhs of rupees, in addition to a promise of one lakh for the necessary buildings, for the establishment of the Kshatrya high school at Benares. The amount is being vested in the Treasurer of Charitable Endowments and arrangements are being made to open the school from the beginning of the year 1909.

2. There has been a great awakening within the province during recent years to the advantages of education, and the demand that has now arisen for it is so great as to strain to the utmost the resources of existing schools. The rush for English education in particular has been so great that the schools at head quarters of districts have been filled to excess. Such overcrowding necessarily affects detrimentally the instruction imparted in them. The following remarks made by the Lieutenant Governor in the speech delivered by him as Chancellor of the Allahabad University at the Convocation held on the 14th November last indicate the attitude of the Government towards the demand for increased facilities for secondary education :—

> The Government cannot undertake to provide more than one high school in a district. It considers that its responsibility as regards secondary education will be fully satisfied by its maintaining one such school, and by giving assistance in the form of grants-in-aid to other schools. Such subsidiary schools must be started by private effort, and it is perfectly clear that the demand for education has now reached the stage when wealthy individuals can, at large centres of population at all events, materially help their fellow countrymen by aiding the establishment and endowment of secondary schools in the certainty that well-conducted schools will not suffer from a want of pupils.

3. The general summary shows that there was an increase of 558 educational institutions and of nearly 50,000 scholars during the year. The increase in public institutions was at the rate of 2·77 per cent., whilst that of private institutions was at the rate of 5½ per cent. Though many of the private institutions are of a very elementary character the rise in their number is a hopeful sign, and the Lieutenant Governor trusts that private enterprise will gradually extend to the provision of greater numbers of schools of higher grade than those classed in the educational returns as "private".

4. The expenditure on education is very slightly less than in the previous year, but there has been an expansion under every head of direct expenditure, which has been particularly marked under "Professional Colleges." The figure under this heading for the year under report is Rs. 4,47,029 against Rs. 3,41,505 in 1906-7, whilst in 1901-2 the corresponding figure was Rs. 2,60,432. These figures sufficiently indicate the advance that has been made in this important branch of education. The bulk of the increase has been in the expenditure on colleges for engineering and agriculture. There is also a rise of over half a lakh in the expenditure on primary schools. The decrease of the indirect expenditure is accounted for by reductions under "University" and "Buildings". There has been an increased expenditure on special grants for furniture and apparatus: on other heads the expenditure has varied but little from that of the preceding year.

5. During the year under review the rearrangement of inspectors' charges, of which mention has already been made, was completed, and there are now nine inspectors of schools, each in charge of one revenue division of the province. In addition to these a special appointment has been created of an inspector of institutions and classes for the training of teachers. The new arrangements, which enable inspectors to give closer attention to the important duties entrusted to them, have worked well and constitute a valuable educational reform. The subordinate inspecting staff has been strengthened by the addition of eight sub-deputy inspectors, but the number is still too small for the needs of the province, while the complaint that the work done is sometimes superficial and unreliable appears, the Lieutenant Governor regrets, to be well founded. The improvement of the *personnel* of the district inspecting staff and the question of improving the organization and coordinating it with the superior departmental agencies now requires careful attention. The Lieutenant Governor fears that the arrangement by which deputy and sub-deputy inspectors are the servants of district boards is not in the interests of education as the department is thereby cut off from the inspection of board schools. While the management of primary education should rest with the boards who have to follow departmental rules the inspecting agency should, in his opinion, as is the case in other parts of India, be under the management of the department whose duty it is to satisfy itself by inspection that the rules approved by Government are observed.

6. There has been no change in the number (21) of arts colleges affiliated to the University, but the number of students has risen from

2,241 to 2,758 or by 23 per cent. The result of this increase, following as it does a 50 per cent. increase during the preceding five years, has severely taxed the resources and accommodation of the colleges, and the problem of facing any further increase will be an extremely difficult one. The inspections of colleges by the board of inspectors appointed by the University under the Indian Universities Act of 1904 has been of the very greatest value. They have stimulated the work of the colleges in addition to bringing to light weak spots in the staff, equipment, accommodation and general organization, and have paved the way to the introduction of necessary improvements. They pointed out the necessity for an addition of two professors to the staff of the Muir Central College, and these extra appointments have been sanctioned by the Secretary of State and the new professors have recently taken up their duties. The staffs of the Agra and Bareilly Colleges and of St. John's College, Agra, have also been increased, but an addition is now urgently needed at the Canning College. Improvements in accommodation have been carried out in some of the colleges but are still required at the Canning College and at Aligarh and Bareilly, whilst a proper biological laboratory is required at the Muir Central College. A project for this building has recently received the administrative sanction of the Local Government. The number of students residing in hostels attached to colleges has risen to 1,174, and Aligarh and Agra are described as being "now practically residential institutions". All the existing hostels are full but extensions are being carried out at several places. The collection of the students in hostels protects them from the evil influences to which they would be exposed outside, and has the most desirable end of encouraging college life. Above everything it is necessary that the students living in hostels should be properly supervised, and brought into close personal contact with the staff. The Lieutenant Governor trusts that managers and principals will endeavour to ensure that some member of the staff shall reside in each hostel or in the immediate neighbourhood. As regards the Muir Central College where 260 students are residing in hostels, the sanction of the Government of India has recently been obtained to houses adjoining the college being provided free of rent to two professors, in addition to the principal, in order that they may assist him in the supervision of the boarders and in organizing games and debates for them.

7. The Central Law College of the University is still without a building, a principal, or a library, as owing to want of funds the University has not been able to take steps to place the institution on a proper footing or to undertake the construction of a hostel for the students.

8. The expansion of the Roorkee College continued during the year and the scheme initiated in 1906 is now nearly completed: the works while in progress furnished valuable object lessons for the students. The laboratory and other equipment received from the late Cooper's Hill College has been very welcome. The number of students increased by nearly 11 per cent. to 551, the increase having been mainly on the technical side. The proportion of Muhammadans to Hindu students is very small, but there is a promising sign of increased interest among the former in technical instruction in the statistics of the year under report. The Principal

recommends that there should be an entrance examination for admission to the technical class and this matter is under the consideration of the committee.

9. In the chapter on secondary education the Director has raised an important and difficult question regarding the adequacy of the fees at present charged for higher, and particularly English, education. A discussion on such a subject is out of place in an annual report or review which is intended to be confined to a record of the working of the year to which it relates. The Lieutenant Governor will not therefore refer to the subject except to say that it is one which merits full examination by the Director of Public Instruction in communication with educational authorities of all classes.

10. The Director's remarks on the unsatisfactory nature of many of the school buildings and boarding houses call for the earnest attention of public bodies and the managers of private institutions. The defects cannot be all remedied immediately, but the Lieutenant Governor trusts that a steady and continued effort will be made to remove them. This is the policy that Government will follow in regard to its own school buildings as funds become available.

11. Primary schools exhibit an increase of 10 per cent. in scholars, the number attending such schools being now 460,327, but part of the increase is attributable to the separation from secondary schools of preparatory and lower primary sections. It is gratifying that the numbers attending primary schools have increased during a year of high prices and scarcity. In some of the districts most affected by famine the district boards remitted, in whole or in part, the fees payable by boys so that they might not be compelled by stress of poverty to leave school, and grants were given to aided schools. The dearth of competent teachers and the indifferent nature of the accommodation too often available are obstacles to the spread of primary education, but in many districts attempt is being made to remove the former by raising the pay of teachers. The provision of buildings adequate in number and accommodation to the needs of the province is beyond the means of district boards, but is a matter in which much could be carried out by private liberality, either of individuals or communities. The Lieutenant Governor is glad to notice what has been done in this direction by Rana Sheoraj Singh of Khajurgaon and Raja Rameshwar Bakhsh Singh of Birsinghpur (or Sheogarh) in the Rae Bareli district, and by Chaudhri Ganga Das and Babu Lehri Singh in Bulandshahr. Aided primary schools have, as the Director remarks, passed through "a somewhat trying ordeal" owing to plague and famine in recent years.

12. There has been a remarkable decrease in the number of students at the Government Training College for teachers at Allahabad which is attributed to the unattractiveness of the teaching profession. The improvement of the prospects of teachers has already engaged attention and was indeed one of the reforms advocated by the secondary education committee. The Lieutenant Governor hopes that when provincial resources are restored to a normal condition it will be possible to give effect to the recommendations of the committee for raising

teachers' salaries. The normal schools, which are six in number, have now been placed upon a satisfactory basis, the number of students has been reduced to manageable dimensions by the institution of separate training classes for lower primary teachers, and the character of the training in normal schools has been improved. The training classes attached to middle schools have proved to be of great utility and defects brought to light by experience of their working have been removed.

13. Famine has affected the attendance at the Government female normal school, but improvements in the organization and the method of training were inaugurated by the late Chief Inspectress, Miss West. Proposals have lately been received from the Director for strengthening and improving the staff which, it is hoped, will be shortly introduced.

14. Chapter VIII of the report records the steps that are being taken to give effect to the educational recommendations of the Industrial Conference of 1907. It has not been possible to do much as yet, since many of the features of the scheme require the sanction of the Secretary of State. However, some advance has been made in preparing plans and selecting sites, and the industrial school at Gorakhpur and the carpentry school at Bareilly are being constructed. Three experimental weaving schools have been started, and it is proposed to have a central weaving school at Benares. The industrial school at Lucknow is being extended and its equipment improved; the machinery and plant have already been increased, and new workshops and a boarding house are to be erected. The attendance at the industrial school has largely increased, and it has been arranged to separate the preparatory classes, in which the instruction is chiefly literary, from the main school. The progress in this branch has been on the whole satisfactory.

15. There has been an increase in the number of girls' schools and their enrolment, but the real progress is very small compared with the task that is before us of popularizing female education. The outstanding conclusions are (1) that the problem of getting proper teachers is still unsolved, (2) that there can be little real advance until a larger number of girls can be induced to read beyond the lower primary stage, and (3) that the important work of inspection is still very backward. The steps that are proposed in order to extend female education more widely in the province were stated in a resolution (no. $\frac{569}{XV-154}$) issued on the 14th July 1908, and it is unnecessary at the present time to describe the measures detailed in it: it is sufficient to say that they are directed towards remedying among other matters the first and third of the above defects, and that as the demand for female education spreads the second may, it is hoped, in time right itself, but this is a matter in which the initiative must come from the people.

16. In conclusion the Lieutenant Governor desires to thank the Hon'ble Mr. dela Fosse for his efficient administration of the Educational department during the year, for his supervision over the introduction of necessary reforms and for his constant help and advice. He also wishes to express his appreciation generally of the work done by inspectors of schools and the other officers of the department.

ORDER.—Ordered that a copy of this resolution be forwarded to the Director of Public Instruction, United Provinces, for information.

Ordered also that the resolution be published in the *United Provinces Government Gazette.*

By order of the Hon'ble the Lieut. Govr., United Provinces,

F. E. TAYLOR,

Secy. to Govt., United Provinces.

GENERAL REPORT

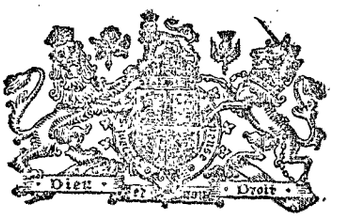
ON

PUBLIC INSTRUCTION

IN THE

UNITED PROVINCES OF AGRA AND OUDH

FOR THE YEAR ENDING 31ST MARCH 1909.



ALLAHABAD:
PRINTED BY F. LUKER, SUPDT., GOVERNMENT PRESS, UNITED PROVINCES.
1909.

[The maximum limit of pages fixed for this report is 40.]

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ERRATA.

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Page.	Detail.
1.	Of the table of contents, against Fazil and Mulla examinations, *for* 12 *read* 11.
5.	3rd line from the bottom, *for* increas *read* increase.
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33.	19th line from the top, *omit* the brackets.
33.	18th line from the bottom, *for* principatly *read* principally.
3A.	Column 8, against unaided institutions, *for* 35-1-21 *read* 35-12-1.
7A.	General Table III, *for* 7 *read* 7A.
15A.	General Table V, under column headed reading printed books, *insert* 4.
20A.	General Table VII, column 1, *for* Tota *read* Total.
24A.	General Table VIII, *for* 24 *read* 24A.
31A.	Provincial Table B, column 12, against Partabgarh, *for* 1,823 *read* 1,893.

ERRATA.

Annual Educational Report, 1908-09.

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GENERAL REPORT

ON

PUBLIC INSTRUCTION

IN THE UNITED PROVINCES

FOR THE YEAR 1908-1909.

CHAPTER I.

PRELIMINARY.

Introductory.

THE report on public instruction for 1907-8 drew attention to a definite programme of advance to be taken in hand with the advent of better days. Unhappily, the succeeding year also proved to be one of the lean kind. Famine, in its after-effects, continued to be felt; and for lack of funds some of the new schemes had to be postponed. But movement along certain lines was still possible; and (as the following chapters will show) opportunities have not been neglected.

Provincialization of high schools.

The scheme for the provincialization of high schools has not yet been sanctioned. The compromise mentioned in the report of last year was maintained, whereby financial control of the schools remained with district boards, while administrative control was vested in the Department. A closer unity of administration was thus secured; and the field of promotion for teachers was extended from the division to the province. On the other hand, there have been drawbacks to this dual system. District boards naturally lost interest in schools which were no longer under their management, and which might at any moment pass out of their hands. And the Department was still unable to deal effectively with the important question of the frequent transfer of teachers from one school to another so detrimental to good teaching and good discipline; because, in the absence of a complete provincial scheme, the pay of teachers could not be made personal, but remained attached to the schools within a district.

Prospects of teachers in Government service.

Financial stress, again, led to the postponement of a well-considered plan to improve the prospects of teachers in Government service. However, an indirect contribution to this most pressing question was found in a lump sum of nearly Rs. 30,000 granted for the revision of existing staffs of schools and in the creation of posts in schools which have been recognized for the school-leaving certificate examination. This has produced a general flow of promotion and is, it may be hoped, an earnest of better things to come.

The School Leaving Certificate.

A beginning has been made with the school-leaving certificate. Recognition was granted to 18 schools, district, aided and unaided, 16 of which will send up boys for the first examination in 1910. To enable schools to equip themselves for the new conditions, a special grant was made which has proved most acceptable. More particularly, greater facilities have been afforded for a thorough and practical teaching of science.

Outside the schools, the leaving certificate has undoubtedly been viewed with suspicion and, in certain quarters, has been subjected to criticism that is not altogether fair. This was probably due to a want of understanding. Within the schools themselves, it must also be admitted that teachers are still unfamiliar with the practical methods of the leaving certificate and will need careful instruction before the system can take root and grow as a whole. And, further, the difficulties of internal management are great in schools where the Matriculation and the school-leaving certificate exist side by side as two separate and distinct classes. Nevertheless, the result has been good beyond doubt, wherever an honest attempt

has been made to work in the spirit of the system. The Inspector of Lucknow writes :—

"It is too soon to say much about its working, but one thing may be confidently asserted and that is that it has infused new life into the work of the school and banished mechanical lifeless routine for the time being. The personal influence of the teacher has emerged, as it were, and he is working with a new interest and enthusiasm that is of infinitely greater value as a factor in teaching than any methods, helps or apparatus ever devised."

But all this, if it is to be permanent, can only come as the fruit of patient endeavour.

Vernacular education.

It was originally intended that the education in high schools should be made a charge on provincial revenues, and that the funds thus set free to district boards should be devoted to vernacular schools. But this relief was found to be impossible; and, in consequence, a general extension of vernacular education had to be deferred. Much unostentatious work, however, has been done by the Boards. It is a matter for great regret that they should have been thus crippled when anxious to go ahead.

Government high schools.

At the beginning of the year, two aided schools, the Jubilee High School, Lucknow, and the Victoria School, Ghazipur, were taken over by Government: later on, the Husainabad School, Lucknow, was also converted into a Government institution: before the year closed, the Committee of the Agra College made a settlement by which their collegiate school was to be handed over to Government. There are now six high schools altogether maintained from provincial funds.

Inspecting agencies.

The re-organization of the inspectorate, if the experience of one complete working year may be trusted, has proved successful. The Inspector has been brought into more personal contact with the district authorities; and, while getting a better grasp of vernacular education, he has been able to bring inspecting officers of districts under stricter observation and guidance. Similarly, a closer co-operation and unity of purpose has been secured by the amalgamation of the office of the Assistant Inspector with that of the Inspector. Thus, the Assistant gains a wider outlook and an insight into the work and requirements of English schools, all of which may be specially valuable when, as sometimes happens, he is called upon to hold officiating charge of a division. The district inspecting officers, continue to be servants of district boards. Four new sub-deputy inspectorships have been added to the cadre.

Female education.

Under the stimulus of Government, female education has been pursued with vigour. A detailed account of the measures adopted will be found in the appropriate chapter. Pains have not been spared to encourage local bodies, and private agencies and individuals, in this cause.

Private effort.

There remains one feature in the events of the past year that calls for grateful and honourable record. The examples of public spirit and munificence of private persons mentioned in the body of this report are an eloquent and living testimony to the noble tradition of pious benefactors. It is here that hopes for the future of education must centre, if its increasing demands are to be satisfied.

Classes of Institutions.	1908-1909.		
	Institutions.	Scholars on the 31st March.	Average number on the rolls.
PUBLIC INSTITUTIONS.			
University Education.			
Arts colleges ... For men	24	3,519	3,390
Arts colleges ... For women	4	38	37
Professional colleges	8	1,090	1,062
School Education, General.			
Secondary schools for boys ... English	182	37,681	37,080
Secondary schools for boys ... Vernacular	364	41,952	41,841
Ditto for girls ... English	48	4,304	4,342
Ditto for girls ... Vernacular	4	320	299
Primary schools for boys	9,598	4,61,600	4,33,309
Ditto for girls	938	28,025	26,069
Technical and Industrial Education.			
Training schools for masters	112	1,072	1,077
Ditto for mistresses	10	240	236
Other Special Schools.	85	3,892	3,669
Total, Public Institutions for 1908-9 ...	11,377	5,83,733	5,52,411
Total, Public Institutions for 1907-8 ...	11,379	5,80,799	5,35,498
PRIVATE INSTITUTIONS.			
Advanced schools teaching :—			
Arabic or Persian (for boys)	558	11,438	...
Ditto (for girls)	1	7	...
Sanskrit (for boys)	438	8,300	...
Ditto (for girls)	3	65	...
Elementary schools teaching —:			
A Vernacular only or mainly ... for boys	2,077	31,305	...
A Vernacular only or mainly ... „ girls	141	2,786	...
The Koran ... for boys	1,210	15,125	...
The Koran ... „ girls	99	841	...
Other schools not conforming to Departmental standards	176	4,748	...
Total, Private Institutions for 1908-9 ...	4,703	74,615	...
Total, Private Institutions for 1907-8 ...	4,821	73,728	...
GRAND TOTAL FOR 1908-9 ...	16,080	6,58,348	...
GRAND TOTAL FOR 1907-8 ...	16,200	6,54,527	...

CHAPTER II.

General Summary.

Number of institutions and scholars.

The total number of institutions has decreased by 120 and now stands at 16,080. Public institutions are fewer by only two, and the decrease, therefore, affects private institutions almost entirely. The number of scholars, however, though the rate of progress achieved last year has not been maintained, shows a small increase of nearly 4,000, and amounted at the close of the year to 6,58,348. The increase was shared by both private and public institutions. The rise in percentage of scholars to the population of school-going age corresponds to a trifling increase in the actual number of scholars. For boys it has risen to 16·49, for girls to 1·43 and for both together to 9·20. Benares again stands first with a percentage for boys of 40·93. Almora is second with 28·70 per cent., only five other districts can show a percentage of over 20. But in every district the percentage exceeds ten per cent. Excluding Dehra Dun, Benares again shows the highest percentage for girls *viz*, 5·26, which is somewhat less than that reached in the previous year. Three per cent. is exceeded in Naini Tal, Lucknow and Budaun and Agra and there are still 16 districts where there are less than one per cent. of the female population of school-going age under instruction at school. So far as statistics are concerned, things were very much the same at the end of the year as they were in the year before.

[*Vide* General Table I.]

Expenditure.

The total expenditure from all sources has grown substantially by nearly eleven lakhs to Rs. 84,52,436. The cost of education per head of population has therefore slightly increased and now very nearly amounts to 3 annas. Upwards of 5 lakhs more have been spent in direct expenditure on colleges and schools, the latter getting the major portion. Nearly 5¾ lakhs more have also been spent in indirect expenditure and of this almost 3¾ lakhs was devoted to buildings. Direct expenditure from public funds, provincial, local and municipal, has grown by over 3 lakhs, most of which was absorbed by schools. Indirect expenditure from public funds also increased by over 4 lakhs, of which more than half was spent on buildings. The expenditure on scholarships has risen from Rs. 1,70,125 to Rs. 1,89,626; the increase is due to the fact that more scholarships have been given from both Provincial and Local sources.

[*Vide* General Table IV.]

The actual provincial expenditure during the year 1908-9 under head 22.—Education, as returned by the Accountant-General is Rs. 17,52,699 (excluding Rs. 11,73,693 on account of contribution to District Boards) while that shown in General Table IV attached to the report is Rs. 23,25,131 as detailed below :—

Amount shown in column 7	13,53,216
Ditto 8	31,025
Ditto 19	4,14,047
Indirect expenditure shown in column 30	4,90,919
Provincial examinations and other charges shown under head "Fees"	27,169
Grant-in-aid to Agra college shown under head "Endowments"	7,612
Boarding charges shown under head "Fees" ...	1,143
Total ...	23,25,131

This sum of Rs. 23,25,131 includes the following items which are not debitable to head 22.—Education :—

(1) Agricultural college, Cawnpore	67,361
(2) Medical school, Agra	51,103
(3) Patwari schools	25,772
(4) Amount spent by the Public Works Department on Government Educational buildings	4,17,436
(5) Technical and other schools	4,846
(6) Press charges on account of Provincial examinations	6,037
Total ...	5,72,555

Deducting Rs. 5,72,555 from the sum of Rs. 23,25,131, the difference between the Accountant-General's figures and those shown in General Table IV comes to

Rs. 123 which cannot be reconciled till the details of each item drawn from the Treasury have been supplied by the Accountant-General as well as by the officers submitting the annual returns.

The following is a comparative table of the results of the examinations in the years 1908 and 1909 :— Examinations.

		1908-9.	1907-8.
M. A.	Candidates	24	36
	Passed	13	17
Previous M. A.	Candidates	54	41
	Passed	15	33
M. Sc.	Candidates	3	5
	Passed	1	3
Previous M. Sc.	Candidates	8	4
	Passed	4	3
B. A.	Candidates	411	366
	Passed	174	176
B. Sc.	Candidates	103	70
	Passed	28	29
Intermediate examination.	Candidates	1,115	976
	Passed	397	473
Matriculation.	Candidates	2,169	1,975
	Passed	731	889
Vernacular Final.	Candidates	6,702	6,325
	Passed	4,726	4,237
Primary	Candidates	23,227	22,080
	Passed	17,177	17,332

Candidates for the Degree of Master have scarcely increased in numbers, while a smaller percentage has passed. In all other University examinations an increase in the number of candidates has been accompanied with an increase in the proportion of failures.

CHAPTER III.

Controlling Agencies.

The Hon'ble Mr. C. F. de la Fosse, held the office of Director during the whole of the year under report. The following officers were in charge of the educational divisions :—

Inspectors.

Meerut Division.—On the appointment of Mr. P. S. Burrell to the post of Assistant Director on April 1, M. Sakhawat Husain, Assistant Inspector, held charge till May 23, when he was relieved by Mr. E. A. Jermyn, Head Master of Queen's Collegiate School, Benares. The post fell vacant again by the death of Mr. Jermyn from enteric fever on September 5. The current duties were performed by M. Sakhawat Husain until November 3, when Mr. Rust, Head Master of Bareilly District High School, was appointed Inspector and remained in charge till the end of the year. Mr. Jermyn was an officer, whose energy and ability could ill be spared. He had done excellent work as a headmaster and showed much promise as an Inspector, and by his untimely death the Department suffered a serious loss.

Agra Division.—Pandit Kali Datt Dube officiated until October 21, from which date Rai Bahadur G. N. Chakravarti held charge until the close of the year.

Rohilkhand Division.—Mr. M. H. Bilgrami.

Lucknow Division.—Mr. E. A. Richardson.

Allahabad Division.—Mr. J. W. Bacon held charge for the whole of the year except for two months from July to September, when he was on privilege leave, and Mr. Manley, Head Master of the District High School, Allahabad, officiated for him. Mr. A. H. Mackenzie worked as additional Inspector from October 29 to the close of the year, pending the opening of the Higher Grade Training College.

Benares Division.—Mr. F. J. Moss.

Fyzabad Division.—Mr. M. N. Datt.

Gorakhpur Division.—Pandit Murli Dhar Nagar, Assistant Inspector, Benares Division, officiated until 18th May 1908, when he was relieved by Pandit Din Dayal Tiwari, Assistant Inspector, Allahabad Division. On 29th October 1908, Pandit Kali Datt Dube was appointed to officiate and remained in charge for the rest of the year.

Kumaun Division.—Mr. J. Murray.

Munshi Kirpa Narayan held charge of the post of Inspector of Normal Schools and Training Classes throughout the year.

Inspectresses.

Miss A. Gantzer, Inspectress of Schools, Lucknow Circle, continued to officiate as Chief Inspectress until she was relieved on October 26 by Miss H. G. Stuart, who held charge during the rest of the year. The staff of circle Inspectresses was increased by the appointment of a fifth for the newly created circle of Fyzabad ; the full effect of the revised scale will not be felt till it is brought into complete operation ; but it was not considered expedient to introduce it all at once. The improvement of the circle office establishments has been a welcome and much needed reform.

District Inspecting Staff.

Both Inspectors and District Boards have in the great majority of cases reported favourably of the work done by the district inspecting staff. It is to be regretted, however, that among officers of this status, there were a few cases of serious misconduct, which had to be severely punished. In most cases the required number of days has been spent on tour ; where there has been a deficiency, it has generally been due to vacancies on the staff. But when this occurs, the result is that some schools are inspected only once and a few not at all. In one district, simply because the staff was insufficient, 33 schools could not be inspected, and 80 were only inspected once. There were a few cases in which outlying village schools in other districts had not been inspected for years. Some deputy inspectors manage to spend a good deal of time on tour. The highest record this year seems to have been 310 : but it is becoming more and more difficult for a

deputy inspector to do much touring or put his best energies into inspection. His presence is constantly required at headquarters and the miscellaneous administrative details which he has to attend to, and the amount of clerical work which he has now to perform without help, absorb a very large portion of his time. It is such pre-occupations as these that may account sometimes for superficial and perfunctory work. This may, and often does, arise from other causes, such as the laziness of the officer or inadequacy of the staff. But things seem to be generally improving in this respect. Alluding to the effect of strengthening the staff which took place in four districts during the year, the following remarks of an inspector are reassuring :—

"The result has been not only more thorough inspection work but a distinct advance in intelligent thought given to the problems of vernacular education as a whole. This is due not merely to a numerical increase in the staff but also to the fact that care has been taken to recruit men of superior educational qualifications and of proved character. The best of the deputy inspectors for example are now beginning to recognise that their sole duty is no longer to merely multiply schools and increase an often fictitious enrolment. They have recognised that there will be no dearth of scholars and that their true function is rather to improve the quality and raise the standard of tuition in the schools".

Educational offices of district boards.

Opinion continues to be divided upon the effect of the amalgamation of the deputy inspector's office with that of the district board. One drawback is the liability to friction with the district board's head clerk. This difficulty, however, seems to have been generally avoided, but the references to its possibility are significant, and reports about harmony and absence of friction seem to be suggestive of exceptions which prove the rule. Another drawback is the loss of control over teachers and subordinates experienced by a deputy inspector, who is harassed by a head clerk ; and there can be no doubt that situations of this kind exist. But such difficulties are not inherent in the system and are properly speaking in the nature of accidents. As one Chairman remarks :—" The smooth working of this system must necessarily depend to some degree on the personality of the deputy inspector and district board head clerk." In fact what is wanted is some one in authority on whom they can rely for sympathy and guidance in their efforts. The most serious objection to the system is the fact that it does not produce its desired effect. It was hoped that the change would relieve the deputy inspector of office work and afford him more time and energy for the performance of his inspection work. But another year's experience has confirmed the conclusion that the result has proved otherwise, and the following remarks of an inspector are probably not applicable to his division only :—" Indeed in most cases it appears to have considerably increased the burden of his work and to have made his position much more difficult than before. Under present conditions he has become merely a noting officer and many of the cases which he formerly disposed of himself he has now to note on and explain at length for the orders of the Board." The same opinion is expressed by the Chairman, District board, Lucknow, who says the clerical portion of a deputy inspector's work is daily increasing and a good deal of his time is taken up in writing notes and other miscellaneous office work. It is certainly unfortunate that his clerical work and correspondence have thus increased at the very time when the need for inspection work has grown so rapidly.

Inspections by members of district boards.

As usual the amount of inspection done by official members of district boards is far in excess of that done by non-official members. Almost without an exception the chairmen express regret that the latter do not take greater interest in the schools. On the other hand there is a danger sometimes of schools becoming over inspected, and non-official visits are chiefly of value as an indication of local interest displayed by the neighbouring gentry. " Occasionally," writes an inspector, " I believe such non-official visits are mischievous. I found for example the record of a visit in one school of a gentleman, apparently on an extensive tour and with no local interest, who seized the opportunity to distribute as prizes to the boys some superfluous tracts of a propagandist nature with which he happened at the time to be burdened. The case was an isolated one."

Village committees.

In almost every case where it has been started the village committee has taken no root and developed no signs of life. But, as one chairman remarks, " the experiment is still new." Another says, " on the whole the institution seems to be a failure." " In some cases," it is alleged, " the members of the committee demand the personal services of the teachers and use their powers against them to

satisfy some private grudge unconnected with the working of the schools." The only district where they appear to have justified their existence was Meerut. There the Chairman writes :—" Members of the village committees were generally employed in carrying out repairs to village schools, and were most useful in this capacity. In some instances they brought to light the faults of schoolmasters."

CHAPTER IV.

Collegiate Education.

The University.

The Hon'ble Mr. Justice R. S. Aikman, M. A., LL. D., held the office of Vice-Chancellor for the second time until January 1909, when he resigned in view of his approaching retirement from the bench, and was succeeded by the Hon'ble Mr. Justice Richards, K. C. The long and eminent services of Mr. Justice Aikman to the University, in the welfare of which he took a deep interest, are well-known; the tact, courtesy, knowledge and judgement which he invariably displayed will not be easily forgotten. Vice-Chancellor.

The office of Registrar was held by Mr. A. E. Pierpoint until February last, when he proceeded on eight months' leave. The Rev. Dr. A. H. Ewing officiated for him until the close of the year. The term of office of the Registrar has now been extended from three to five years. Registrarship.

The financial position of the University is still far from strong. If the Government grant be left out of account, the difference between income and expenditure is nearly Rs. 6,000 on the wrong side, a difference that would be greater still but for the interest on grants for University buildings, which there is not money enough to take in hand. Unless something is done to expand the income, a considerable deficit seems probable. The erection of University buildings which have long been wanted is now being taken up. Income and expenditure.

The following are among the more important measures of the year:—

(1) Inductive Logic has been made alternative with Physiology for the Intermediate examination; but this welcome change will not come into force till 1912.

(2) The August meeting of the Senate has been abolished. In future there will be only two ordinary meetings in March and November.

(3) The well-grounded complaint that insufficient time is allowed for the consideration of proposed courses of study will be removed by a revised regulation under which proposals made by Boards of Studies in March will be circulated to all members and will come up for discussion in the November following.

(4) The conditions of the affiliation of a college for teaching the degree of Licentiate of Teaching have been laid down.

(5) After long discussion a modern European language, French, German or Italian, has been added to the subjects open to women candidates for the degree of B. A.

The Board of University Inspectors inspected six colleges during the course of the year.

At the meeting of Convocation held in November His Honour the Chancellor presided and reviewed at length many important questions of higher education.

Arts Colleges.

The number of colleges remains unchanged, but the following changes in their status have taken place. The M. A.-O. College, Aligarh, has been affiliated up to the new M. A. degree in political economy, and is the only college so affiliated. The Reid Christian College, Lucknow, has been affiliated up to the B. Sc. in mathematics, physics, chemistry and biology. The Muir Central College has been affiliated in biology up to the B. Sc. standard, and the same privilege has been extended to the Christian College, Allahabad, and St. John's College, Agra for periods of three and two years respectively. St. John's has also been re-affiliated in physics and chemistry for two years. Colleges and students.

The number of students exclusive of European classes has only slightly risen from 2,722 to 2,763. This is hardly a matter for regret considering the limited accommodation available, the size of college classes, and the difficulties of providing staff sufficient for their efficient tuition. In two colleges at least admissions had to be refused to prevent the classes becoming unmanageable, and the principal of another thinks the want of further accommodation lost his college a considerable number of students. At the Reid Christian College, Lucknow, the numbers have doubled themselves in three years. The Principal of Agra College writes:—"The college

staff is not likely for years to come to exceed twelve members and 250 students are quite as many as we can hope to get into touch with and to teach to the best advantage." The Principal of St. John's College, Agra, writes :—" The present overcrowding is becoming a serious danger to efficiency " and he has adopted the common sense plan of raising the fees in both college and collegiate school " in order to curb, if not to entirely check the demand for admission." As the relation of numbers to efficiency is not generally appreciated it may be well to quote what happened at the Canning College, Lucknow, as a crucial instance. Speaking of the 2nd year class which consisted of 91 students, the Principal says :—" The prime cause of the very extensive failure in English was the unmanageable size of the class. An Intermediate class of 91 students may be lectured to, but cannot be taught ; and our Indian Intermediate students have not sufficient self-reliance to enable them to receive instruction by mere lectures. The class should have been taught in two sections, but the staff was inadequate to provide necessary teaching power." In contrast with this we read :—" The first year class contained 50 students, 24 on the A side and 26 on the B or science side. The Syndicate recommendations were strictly adhered to when deciding the admissions to this class. The result is that in no subject were the numbers unmanageable and the work of the year has been steadily and carefully done." It would not be easy to find a clearer illustration of the truth,

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College expenditure. [*Vide* General Table IV.]

An increase of over half a lakh of rupees has raised the total expenditure to Rs. 5,94,149. Nearly Rs. 21,000 more have been paid from provincial funds and about the same amount from other sources. The average cost per scholar in all colleges was Rs. 220, of which Rs. 30 was met from fees ; and in Government, aided and unaided colleges was Rs. 395, Rs. 212 and Rs. 120 respectively.

Staff.

Meanwhile something has been done to meet the growing demand for tuition and the requirements of University standards. Two new professors in the Indian Educational Service have joined the Muir College, Mr. G. Gardner-Brown to teach history and Mr. S. G. Dunn to teach English. A provincial professor and an additional demonstrator in chemistry have strengthened the science side. Similarly two demonstratorships in physics and chemistry, respectively, have been created at Queen's College, Benares. Coming to aided colleges, the Reid Christian College staff has been strengthened by the addition of two European professors, one for Philosophy and English, and the other for Science.

The reorganization of the staff at the Agra College, concomitantly with the transfer of the school to Government will render the college better able to satisfy the demand of the University. The Staff of St. John's, Agra, has also been appreciably strengthened ; and the arrival of new professors is recorded at the Central Hindu College. Canning College, as already indicated, had to struggle on another year with an inadequate staff. All that could be done was to sanction an increase to be carried into effect later. Next to lack of teachers is frequency of change in prejudicial effect upon study. The Provident Fund recently established at St. John's, Agra, is a wise and welcome effort to ensure permanency of service.

Residences.

A second college house has been provided by Government for one of the Muir College professors. Four residences were provided for the Indian staff at the Christian College, Allahabad.

The necessity of maintaining a staff commensurate with numbers is insisted on with similar emphasis by the Principal of the M. A.-O. College, Aligarh, who says :—

" What we require now, if the numbers are to grow, is increase in the staff. Glad though we are to see generous donors contributing towards the buildings, we must not allow them to forget that a college or a University depends chiefly upon men, and that to be useful and successful it must attract and keep those whose services are of value to it. So that I hope we may see wealthy benefactors endowing professorships in days to come and thus helping us in the most important side of our work."

Buildings and accommodation.

A good deal has been done to improve the accommodation, more particularly to meet the requirements of science which the introduction of practical work in all stages has made more exacting. Plans were drawn up for the much needed biological laboratory at the Muir College, and it is hoped that the building will be erected before the opening of the next college session. At the Christian College, Allahabad, the main college building was commenced, which will *inter alia*

provide chemical and biological laboratories and set free the other building entirely for physics. New laboratories were commenced at Bareilly and the Ramsay College, Almora, and extensions have taken place at the Central Hindu College, Benares, and Christ Church College, Cawnpore. At the Canning College, the equipment of the laboratory has been increased by an electric installation and much needed apparatus. At Aligarh the want of accommodation continues to press. The Principal alluding to the need of lecture rooms says :—"I do not know how we shall manage next term," and, to accommodate some of the classes, he has given up his office, and settled elsewhere. It is satisfactory to note that a complete separation has been effected between school and college classes at the Central Hindu College and the Ramsay College. The library at Christ Church College, Cawnpore, was improved with the help of a Government grant of Rs. 1,000.

The Hostel system.

The total number of boarders has increased from 1,174 to 1,296 and something has been done during the year to provide additional accommodation. A new boarding house in the Minto Circle has been opened at Aligarh. The Christian College, Allahabad, has built a new two-storey hostel, and the Central Hindu College commenced a new hostel capable of containing 80 boarders, which, when finished, will mark the final separation between school and college. The tendency already developed at Aligarh and Agra for colleges to become residential institutions is growing. Two-thirds of the students of the Muir College last year were boarders, and probably the proportion could have been larger if there had been more accommodation. The hostel system facilitates the development of healthy activities of various kinds and especially the organization of games, which are reported to be growing in popularity and usefulness. The fact that the Principal of St. John's College has been able to raise the athletic fee to an unusually high level shows the hold that games have obtained. Discipline and control have been well-maintained and very few exceptions have been recorded to the satisfactory conduct of the general body of the students.

Oriental Colleges and Classes.

[*Vide* General Table III.]

The number of students rose from 708 to 769, including 326 in the Sanskrit College, Benares. The Acharya, Madhyama and Prathama examinations were held at thirteen centres, as last year, and were conducted for the first time as public departmental examinations under the registrarship of the Principal of the Sanskrit College. It was feared in some quarters that the imposition of a small fee for an examination, which formerly cost the candidate nothing, would be fatal to the success of the examination, and this novel feature aroused a certain amount of opposition. Events have shown that these pessimistic expectations were absolutely groundless. As a matter of fact, there has been a slight decline in the total number of candidates from 983 to 948, but the increase in the number of candidates for the Acharya and Madhyama examinations has largely compensated for the decrease in the number of those appearing for the Prathama, and whereas two institutions other than the Sanskrit College entered 5 candidates for the Acharya degree in 1908, no less than 12 presented 28 candidates in the year under report, and 20 passed. Manuscripts worth Rs. 450 have as usual been purchased and added to the college library.

Two scholars under the Sadho Lal Trust were elected and Pandit Tukaram Laddu, who has been engaged in post-graduate study at the Sanskrit College has been awarded a State Scholarship for pursuing his Sanskrit studies scientifically in Europe.

The Ranavir Sanskrit Pathshala at the Central Hindu College flourishes though with slightly reduced numbers. Good accounts are received of the Arabic School at Deoband and the Islamia School at Amroha.

The Dar-ul-Ulum at Lucknow now aims at combining secular subjects and modern educational methods with the traditional Arabic learning and theology. In the past year it has received half a lakh of rupees from the Bhawalpur State for a new building, while Government has given a site and promised a grant-in-aid for secular studies.

Fazil and Mulla Examinations.

Five candidates appeared for the Fazil examination, of whom three were successful and all the three passed in the first division. Eleven candidates appeared for the Mulla examination and seven passed, four in the first division and three in the second division.

Colleges for Professional Training.

Law schools or classes.

The University School of Law still holds its classes in the Muir Central building. Steps are however being taken to give the Law School and the University office buildings of their own on a site purchased sometime ago. Mr. R. K. Sorabji, M.A., Barrister-at-law, officiated as Principal throughout the year; but the vacant post has now been accepted by Mr. Finlayson Trotter, Barrister-at-law, who is expected to join his post before the end of the year.

[*Vide* General Table III.]

Though the number of law classes elsewhere has fallen from 6 to 5, the number of students has increased from 281 to 342. It was expected that examination by classes would ultimately die out. But only the Bareilly College class which never throve, has become extinct. The rest appear to gather strength. In the supplementary LL. B. examination of 1909, 62 candidates passed out of 101. The final LL. B., under the new regulations, was held for the first time in November 1908, at which 26 out of 32 candidates were successful. In the previous examination in Law for 1908, 133 candidates passed out of 185. The results achieved at the Law school were very good. In the previous 54 students passed out of 62, 25 in the 1st class. In the LL. B. examination 18 passed out of 20.

Thomason Civil Engineering College, Roorkee.

Expansion scheme.

The expansion scheme, which has been in progress for some years, is now practically completed. "It is hoped", the Principal writes, "that the various departments will be able to move into their new laboratories during the present session and that in the near future these magnificent rooms will have a marked effect in increasing the efficiency in the practical work of the college". Plans for the additional buildings for the Technological Institute are being prepared, but no further enlargement of workshops and living accommodation is likely to be needed. The acquisition of the Malikpur site marks a further stage in solving the problem of accommodation for the staff.

General progress.

In the workshops the whole of the new plant has been erected, and the electric light installation in the new laboratories has been completed. "The effect," the Principal writes, "in the health and comfort of the students during the last hot weather of the electrical fans installed in the college has even exceeded my anticipations". The latter machinery has arrived and is being erected. The photo-mechancial department has been moved into new and specially designed premises. The College Council, which had fallen into abeyance, has been revived and met several times during the year. A sub-committee has been formed to act as a board of studies, consisting of professors in charge of departments, and has, the Principal writes, "given me most valuable assistance."

The number of students at the beginning of the year was 559. The proportion of Muhammadans to Hindus remains the same, but the Europeans have regained their usual numbers. The course for the lower subordinate class has been improved. The native and military survey classes have been removed. The abolition of the workshop section of the photo-mechanical branch of the industrial class is under consideration, as the Industrial Conference considered such students would be better in industrial schools. Three students of the technical class who specialised in the sugar industry were sent to study Mr. Muhammad Hadi's process. Those who specialised in cotton were able to get little instruction owing to the late arrival of the plant and the want of an instructor. Out-of-door activities of all kinds appear to flourish, and, except for four cases of cheating at examinations, the conduct of the students has been satisfactory. The gallant act of Bombardier Mattocks in saving a fellow-student from drowning deserves to be recorded.

CHAPTER V.

Secondary Education.

Schools and Scholars.

The number of secondary schools for Indian boys rose to 528. This includes four more high schools, and 14 more vernacular secondary schools, but there is a decrease of 8 English middle schools with a decline of merely 500 in enrolment. There is an increase of over 2,000 pupils in the high schools : and the total number of boys attending anglo-vernacular schools is 35,604. The numbers in the high stage are 4,663 and in the middle stage 16,354. The total enrolment in vernacular middle schools has fallen from 44,592 to 41,952. But the decrease is probably only apparent, being due, like a similar decrease last year, to the separation of the lower primary sections, perhaps also to the fact that the names of candidates for the Vernacular Final examination were struck off the rolls earlier this year, the examination having been held in March instead of April.

[*Vide* General Table III.]

Expenditure. Anglo-vernacular schools.

The expenditure on anglo-vernacular schools has grown by Rs. 1,30,871 to Rs. 11,89,428, of which about 40 per cent. was met from fees. The average cost per scholar was rather more than Rs. 34 and the amount paid by him was rather less than Rs. 14.

Vernacular schools.

The cost of vernacular middle schools rose from Rs. 3,60,806 to Rs. 4,04,769. Towards this only Rs. 84,211 were paid in fees. While enrolment has practically decreased from the causes above stated, the expenditure has considerably increased. Hence the average cost per scholar has grown and now stands at Rs. 9-10-9. Towards this the scholar pays in fees on the average just over Rs. 2.

[*Vide* General Table IV.]

Matriculation examination.

The expenditure on scholarships has risen from Rs. 77,542 to Rs. 98,050, the increase having taken place chiefly under the heads of district funds and other sources.

Nearly two hundred more candidates appeared for the Matriculation examination this year than last. Exclusive of 15 candidates from girls' schools, the total number from the United Provinces amounted to 2,154. Only 718, however, or exactly 33⅓ per cent. passed, of whom only 17 were placed in the first division, the great majority being in the third. The best results were obtained by State schools, which passed 40 per cent. ; aided schools passed 29 and unaided 24 per cent. Under the new regulations the number of private candidates has been steadily dwindling and this year fell to 37. The fact that only three were successful shows that the diminution in quantity has not been accompanied by an improvement in quality. It will be seen that the pendulum has swung further back to the position reached three years ago, when only 32 per cent. of the candidates got through. Various explanations are possible, such as the higher standard of the examination, greater strictness on the part of the examiners, or the general inferiority of the candidates. All these causes may have contributed to the result. But there is no doubt that the annual fluctuations in this examination is regrettable and that greater continuity is desirable. One thing, however, seems clear, namely, that far more boys appear for this examination than are fit for it. It may well be that the teaching in the high section is not always what it ought to be, but more probably the mischief is done below by leniency in promotions. The Indian parent, as is well known, is always anxious to have his son promoted, no matter whether he is fit or not, and it is to be feared that schoolmasters, either from natural complacency, or lack of a sense of responsibility, are not always able to resist the importunity of parents and guardians. It is quite certain that one effectual way of lowering the percentage of failures in the Matriculation examination would be to exercise greater strictness in promotion and to see that no boy goes up the school until he has had a proper grounding. The following observations of the headmaster of an important aided school seem to hit the mark :—

"The failure of many a boy in the Matriculation examination is due to the fact that he has reached the Matriculation class without being really fit for it, and the result is, more often than not, that the first failure is followed by a second and the second by a third. The boy has been trying to keep afloat in deep water before having learnt to swim properly in shallow and, as can only be expected, sinks. It is no kindness to promote a boy from one class to the next when he is really not qualified to make the move. He will never again have the chance of doing the grounding work which he has missed and the handicap will be permanent."

There is also another point to be considered. It is quite possible that the pressure of numbers on the accommodation and teaching power may have something to do with the poor examination results obtained in the last two years. The enormous increase in the number of candidates during the last seven years must have swollen the numbers in classes. But it is much harder to teach effectively a large class than a small one; and it is well known that the greater the number of candidates the lower is, as a rule, the percentage of those who pass.

High School Scholarship examination.

The number of candidates has increased slightly from 384 to 401 and includes 21 from foreign states. This leaves a balance of only 380 candidates eligible for 133 scholarships; *viz.*, 50 provincial and 83 local. It is true that the competitors are selected for their fitness, and it is neither intended nor desirable that the field of candidates should ever become very extensive. But the proportion of only three competitors to one scholarship does seem unduly small; and it looks as if there was a tendency to coach a very few boys with an eye to good results; while the examination fails to be a sufficient stimulus to the work of the upper middle section as a whole. Judging by the examiner's report, the work of even these picked boys is distinctly disappointing and suggestive of a low average in the rest of the VIII class.

Vernacular Final examination.

The number of examinees rose by 9 per cent. from 6,325 to 6,953. The percentage of passes increased from 66·9 to 69·8. Only 15 female candidates appeared this year as compared with 25 last year, and only eight passed. Though other schools have shown a marked improvement, Government schools have again produced the best results. Fewer candidates have taken up drawing and with indifferent success. It is neither likely nor desirable that drawing should become a popular option, until a sufficient supply of teachers qualified to teach it becomes available from the newer generation of men trained in the normal schools.

English middle schools.

Middle schools are generally speaking a long way behind high schools in point of efficiency, and there is a tendency for them either to disappear because they are unfit, or to develop into high schools. They suffer not only from poverty of resources as in many cases, but also from the want of a clearly defined objective, and the effects of educational progress. Formerly they could prepare for a public departmental examination which opened a door to Government service, but this no longer exists and a higher standard of qualification is required. Nowadays, they seem to serve one of two functions. Either, as one Inspector points out:—"They serve only to humour the scarcely reasonable desire of certain people to secure for their boys the smattering of an English education without sending them to properly constituted schools," a function, which is scarcely useful; or else they serve as feeders for high schools. But as they are frequently only large primary schools with thinly attended higher classes, and their organisation and teaching power leave much to be desired, they do not serve the purpose very well.

Teachers in anglo-vernacular schools.

The qualifications of teachers may be said to be steadily, if slowly, improving. There is a greater leaven of trained men, but these are confined for the most part to State schools. In Meerut division, for instance, there were 38 trained in State schools and only 4 in aided schools. Similarly in Rohilkhand one-fifth of the teachers in district schools are trained, while there is only one trained man in all the aided schools of the division. But the department does not attract graduates in sufficient numbers, nor does it get its fair share of the best men turned out by the University. It is very seldom, indeed, that an M. A. adopts the profession of a schoolmaster, and there is a serious shortage of science graduates. In fact, it is becoming exceedingly difficult, if not impossible, to provide properly qualified teachers for all the science classes which have lately become so popular. The revision of the establishment of district schools has brought some flow of promotion, but the problem of the supply of teachers will not be satisfactorily settled till the conditions of the educational service are appreciably improved. Aided schools have as a rule succeeded in strengthening their teaching staff. But it has been a struggle to do so with their scanty financial resources. Considering the large part they play in the educational system, it is earnestly to be desired that they will be able to adapt themselves to higher requirements, for any general scheme for improving secondary education will fail to produce its full and proper effect, unless the aided schools can also share in it.

Teachers in vernacular schools.

The normal schools seem now to be turning out trained teachers in sufficient numbers to supply the needs of vernacular middle schools. In Meerut

division, out of 256 teachers employed, 253 are trained, including normal passed men of the older type. In Agra also, most of the schools are manned by trained teachers. But present needs are not yet fully met everywhere. For in Rohilkhand the number of teachers is said to be insufficient, and, even if a supply of trained men were available, the funds of the district boards are too limited to pay for them. The rank and file of these teachers has undoubtedly improved, and, as one Inspector says :—" They do good work, if kept up to the mark by the inspecting officers". This improvement is due partly to the normal schools, partly to the better pay and prospects of the teachers. These have been steadily rising and the scale of pay is now in most places consistent with the standards prescribed by Government. But it is by no means universal; for several district boards have been unable for want of funds to carry out this desirable reform. To take an instance from one division only in Rohilkhand there are 22 head teachers still drawing less than Rs. 25 per mensem, and there is a " not insignificant number of assistant masters getting less than Rs. 12." These things will no doubt be put right with a return of prosperity.

Buildings.

Anglo-vernacular schools.

The general inadequacy of the existing accommodation in anglo-vernacular schools and its causes have been fully described in previous years. It has long been a serious hindrance to proper education and constitutes one of the most embarrassing problems with which school authorities have to deal. Nothing but a very large outlay of money can satisfactorily overcome the difficulty. But in ordinary times the expense of an extensive building programme is prohibitive, and in a year of financial straits is quite out of the question. Meanwhile, the influx of pupils has continued to increase, with the result that the problem of making arrangements for teaching them has never been more acutely felt. Something, however, has been done. Ballia school has at last a new building; and the building for the Basti school is nearly completed. Additions and alterations were made at a few State schools. Aided schools also have not been idle and it is creditable to them that in a time of scarcity they have done something with their limited resources to improve their accommodation and equipment to meet new requirements. It is to be regretted that the new school building for the M. A.-O. College towards which Government gave Rs. 20,000 three years ago, has not yet been started. A number of science laboratories were sanctioned for certain schools in connection with the school-leaving certificate, but in most cases the building had to be left over to another year. The list of schools where extensions are urgently required is a long one and it is hoped that some relief will be afforded in the near future to the congestion which is getting impossible to cope with. Till accommodation can be adjusted to suit requirements, the number of sections and of pupils must be limited and admissions must be restricted. But the real remedy is neither the enlargement nor the replacement of existing schools. In many places, it is impossible for want of rooms to expand, and in others it is not desirable. For a school may become too large and there is a limit to healthy expansion. The only solution is the opening of new schools, and for this private enterprise is necessary, as it is the business of Government to set the standard, but not to supply the demand. Nor has private enterprise been altogether wanting. The year under report will be distinguished for its examples of private munificence in the cause of education. On the 1st January 1909 was opened at Benares the Hewett Kshattriya High School founded by the Raja of Bhinga, C.S.I., who has splendidly endowed it with ten and a half lakhs and given another lakh and a half for school buildings and hostels. On March 3rd the foundation stone was laid of a new building for the Rae Bareli District School, henceforth to be called the Hewett School, towards which the Rana of Khajurgaon has generously contributed half a lakh of rupees. A similar ceremony was performed for the Nanak Chand Anglo-Sanskrit school, endowed by the late Lala Nanak Chand in Meerut. Last year also saw the completion of the Edward Coronation High School at Khurja by the opening of its fine marble portico. In Gorakhpur also a new school owes its origin to the joint enterprise and liberality of a number of gentlemen of whom Babu Ishwari Prasad contributed Rs. 12,000 towards the building. All these examples are of good augury for the future.

Vernacular schools.

In town schools also accommodation falls far short of existing requirements. The measures that are being adopted to relieve the congestion are the removal of

the lower primary and preparatory classes, the enlargement and improvement of insufficient and unsuitable buildings, and the opening of new schools. Something has been done in all these directions during the year, and the Boards appear to have done all they could with the limited resources at their disposal. But progress has been slow, and is scarcely likely to be accelerated until they are able to utilize the funds which they at present have to devote to the maintenance of English education.

HOSTELS.

English schools.

Some little progress has been made in the provision of hostels. A new boarding-house has been built for the Muzaffarnagar District School; the boarding-house at Pilibhit has been extended, though not enough to meet the full requirements of the school. A fine second boarding-house has been added to the Edward Coronation High School at Khurja. Boarding-houses are in course of erection at the M. A.-O. Collegiate School, Aligarh, and a good boarding-house was nearly completed at the Rajput High School, Agra. But, in spite of these welcome additions to the accommodation, the supply is still far short of the demand, and applications have constantly to be refused for want of room. In Gorakhpur division, it is reported, no anglo-vernacular school possesses a hostel worthy of the name. In Rohilkhand several hostels are quite inadequate. The Inspector says that two good hostels at Ballia are wanted, and in the Agra division the Inspector is of the opinion that—"There is not a single school in which both sufficient and suitable provision has been made for housing the boys, with the possible exception of the Rajput High School, which is an unaided institution owing its existence to the munificence of the Raja of Awagarh," and his description of the nature of the accommodation provided does not make pleasant reading. These are only illustrations of the general situation for the improvement of which more money is the one thing needful. But this cannot be available till the advent of better times.

Vernacular schools.

The need of adequate and suitable boarding-houses is, if anything, more acutely felt in vernacular than in English schools. Practically every district school has a boarding-house of some sort, but vernacular schools have sometimes none at all. In the Agra division for instance, before last year, there were only 28 boarding-houses for 43 schools; this number rose during the year to 32, but the Inspector considers only 16 to be at all suitable. In Rohilkhand hired houses are used in 14 places. The Inspector says that, in the Benares Division—"the accommodation in the majority of town schools is of the poorest possible description and the rooms in which the boarders reside are often dark, damp, insanitary hovels". In the Gorakhpur division five out of 28 schools have to use hired buildings for boarders. "Like the schools to which they are attached", writes the Inspector, "the boarding-houses are quite insufficient and the boarders are obliged to use schoolrooms for purposes of study and sleep." This state of things is unfortunately not confined to Gorakhpur. Under these circumstances the boys often suffer considerable hardships which must often be prejudicial to their health. When we consider that so many live crowded together in ill-built, dark, ill-ventilated rooms, it is astonishing that so much good work is done under such adverse conditions. The Inspector of Fyzabad considers that the deficient supply of boarding-houses is a real check on vernacular education. The need, however, is fully recognised and the district boards have been doing what they can to put things on a better footing. But these efforts have last year been sadly crippled for want of funds. In such circumstances, it is gratifying to hear of the Raja Syed Abu Jafar of Pirpur erecting a good building with a spacious play-ground at Tanda in the Fyzabad district at his own expense.

CHAPTER VI.

Primary Education.

Schools and scholars. [*Vide* General Table III].

The total number of schools for boys has fallen from 9,717 to 9,598. The decrease has taken place in aided and unaided schools, and has far more than counterbalanced the increase in district board and municipal schools. There has been an increase in the enrolment, but it has been very slight; amounting to 1,273 on March 31 only, the total enrolment being 4,61,600 as compared with 4,60,327. These figures present a strong contrast with those recorded last year and seem to indicate that numerically at least primary education has practically stood still. This impression is erroneous, for the average enrolment throughout the year increased by 10,901. Still, the rate of increase has undoubtedly slackened and is to be explained by a variety of causes. It has been pointed out before that aid was often given indiscriminately to schools, which did not deserve it. During the last year stricter administration has prevailed, and the withdrawal of aid from many worthless schools has resulted in their abolition. Another cause has been the want of funds which has prevented boards from incurring fresh recurring expenditure. In many cases they have been unable to supply either fresh teachers or accommodation and sometimes it has been necessary in consequence to curtail enrolment. In a few districts the effects of famine were still felt and remission of fees was required to keep up the attendance. But there can be no doubt that the malarial fever which prevailed during the latter half of 1908 materially affected the enrolment. Its desolating effect on the schools was probably greatest in November, and they had not time to recover by the end of the year In view of these considerations, the statistics do not argue any abatement of interest in education. The real state of the case is well summed up by the Inspector of Lucknow :—"Generally speaking it may be said that the demand for primary education continues under normal conditions steadily to outgrow the supply in all districts. In some districts it is certainly true now that there is no difficulty whatever in getting pupils for the schools. If a school is anywhere not well filled the fault is generally that of the master."

Expenditure.

The total direct expenditure on schools for Indian boys grew by Rs. 1,15,194 to Rs. 15,52,550. Almost the whole of this increase was absorbed by district and municipal board schools, which account for about four-fifths of the whole expenditure. Aided schools though less numerous, cost about the same, and unaided schools, which form an insignificant proportion of the whole number, rather less than before. The total expenditure during the year under report on primary education for boys in primary and secondary schools has increased from Rs. 18,93,000 to Rs. 20,54,000.

Examinations.

Examinations in primary schools are still far from satisfactory. The teachers have not as yet been able to rise to a proper sense of responsibility in making promotions. The sinister influences to which they are liable to be exposed are too strong for them, especially as the check of the district inspecting officers has been almost entirely nominal. But the extension of the period for holding the upper primary examination will enable the district staff to hold the check examinations at the same time, which will therefore become more of a reality. The warning uttered last year about the absurdly high percentage of passes in the upper primary examination seems to have been taken to heart. For there has been some improvement in the method of holding the upper primary examination. A higher standard appears to have been set by the inspecting staff, especially in some districts, and therefore the lower percentage of passes does not imply any inferiority of the teaching. The total number of candidates was 22,860, of whom 16,893 passed. One Inspector points out that greater uniformity of standard is desirable. 'Some inspecting officers," he says, "are too lenient, some are unduly severe and some follow the middle course." But such variations are perhaps inevitable.

The upper and lower primary stages.

The great bulk of the pupils belongs as in previous years to the lower primary stage. The number of upper primary schools gradually increases, but forms no true index of the proportion of scholars in the two stages, for the higher classes usually comprise only a minority. In Lucknow division for instance, it has been calculated that the proportion is 1 to 6 in one district, 1 to 3 in another and one half in a third, yet out of a total enrolment in the primary schools of the division of

54,890 scholars, only 4,084 were returned as in the upper primary standard. Similarly, in the Fyzabad division some nine-tenths of the pupils were in the lower primary stage. These conditions appear to be typical. They show that the masses are satisfied with a very superficial and transient school education; in which only the rudiments of the three R's can be imparted. It will probably be a long time before these conditions are appreciably altered and perhaps no sudden alteration is desirable. For such improvement could not be otherwise than apparent and artificial. Meanwhile things are moving. The practice of employing more than one teacher in an elementary school, so that more attention can be paid to the preparatory classes is being widely adopted as far as funds permit, and the chronic stagnation in the early stages which goes far to account for the failure and unattractiveness of school education is being overcome. The following comparative statement of attendance supplied by the Inspector of Benares illustrates the effect of this liberal policy. In a school conducted on the old lines the figures are :—

Class ...	II	I	B.	A.	Total.
On roll ...	2	5	7	22	36

In one conducted on the new lines they are :—

Class ...	II	I	B	A	Total.
On roll ...	16	18	27	36	97.

"In the first school," the Inspector says, "there is only one teacher. It is apparent that more than 60 per cent. of the boys never learn anything at all. The second school has three teachers, and thus a large proportion of the boys are able to advance beyond the lowest stage and make substantial progress." These figures show, moreover, that it is quite possible to turn the lower primary school into a really useful institution. As it seems likely the lower primary school will for a long time to come be the chief channel of elementary education, it is all the more desirable that it should be made the most of. District inspecting officers should see that the scholars at this stage should not be taught badly or half-heartedly. Speaking of the increase of pupils in the lowest stages, the Chairman of Ballia remarks, pertinently :—

"It will be necessary to see whether there is a corresponding increase in the number of boys passing into the higher classes. Too large a proportion of the boys enrolled disappear at the end of a year or two. If their places are filled by others and the teacher can show his number on the rolls he is satisfied; nor have the inspecting staff asked for more. But I can see little use in a boy's spending a year or two, from six to seven or eight, in more or less nominal attendance in an overcrowded class. So far as attendance is taken into account, I think a teacher's success should be judged not by the number on his roll, but by the proportion of his boys who pass up and remain on in the higher classes."

Supply of teachers.

The supply of teachers has almost everywhere increased, but is still quite inadequate to the demand. More would have been done in this direction but for lack of funds, and in some cases the staff has had to be actually reduced. But for teachers in employment the conditions of service have materially improved during the last few years. The minimum pay of Rs. 8 prescribed by Government is observed and is now almost universal, and some districts have given preferential treatment to primary trained men. Unless such a policy is widely adopted, courses of training are not likely to be popular. The Chairman of Shahjahanpur writes :—

"The pay of the teachers in secondary and primary schools in this district is lower than it should be and compares unfavourably with that prevailing in neighbouring districts. The Board regrets its inability to increase their salaries at present for want of funds. Even trained teachers, after completing a two years' course at the normal school, receive only Rs. 8 per mensem, and in the circumstances it is hardly surprising that the normal school course is not popular. It is hoped that when the Board is relieved of the cost of the district school and of the grants-in-aid to English schools it will be in a position to improve materially the condition of both primary and secondary vernacular school teachers."

Some districts, however, have had the funds to take the action indicated, for the Inspector of Lucknow writes :—"Much reluctance was at first shown by young teachers already in the service and the better vernacular final passed men to join these classes. The year's training took them away from their homes and implied a considerable sacrifice without any improvement in their prospects. To meet this some districts have raised the initial pay of primary trained men to Rs. 9 and Rs. 10. Where this has been done little difficulty is experienced in getting good candidates." Such action is eminently business-like and worthy of imitation. When extra teachers are so badly wanted, and funds are generally so limited, it is

pleasant to read of the public spirit evinced in the cause of education by the *zamindars* of Khukhunder and Sonari in Gorakhpur who have contributed a year's salary for assistant teachers at the board schools in their respective villages. The average qualifications of the teacher are somewhat higher than before. An increased supply of trained men has been turned out of the district training classes; and the number of vernacular final passed men has grown at the expense of uncertificated teachers in State schools. The latter are chiefly to be found now in aided schools. On the whole, things seem to be steadily improving. Nevertheless, the need of careful and constant supervision and strict administration is as great as ever, as the following experience of the Inspector of Agra shows. During surprise visits he found in more than one school that there was neither a teacher nor a single boy. In one case the teacher was present, but there were no boys, and the explanation given was that owing to sickness the boys were not regular in attendance. In another instance he found in a school that the blackboard was hidden away in a corner covered with dust and cobwebs, thus betraying the fact that it was kept in the school not for use but for show during the visit of inspecting officers. Garhwal also provides a similar illustration. The Chairman says :—

"The work in the primary schools was not satisfactory. The control of the inspecting staff has been much too lax in the past, repeated bad reports being only dealt with by a warning. A strict policy of examplary punishment following one warning has now been introduced. The teachers need vigorous discipline and instruction and the weeding out of the unfit to raise the work to a satisfactory standard. Attendance is extremely bad in most schools, and the rolls are swollen, in spite of strict orders, with the names of old absentees."

School buildings.

District boards according to their resources have done what they could to improve school accommodation. But it is clear that much leeway has yet to be made up. It is well known that hired and borrowed buildings are unsatisfactory. Both are generally unsuitable for teaching purposes and they frequently stand in need of repairs which the owners are unwilling to carry out. Yet a great number of primary schools are housed in such buildings. In the Lucknow division for instance, out of 1,305 primary school-buildings, 721 are borrowed and 39 are rented. It is true that the majority of the borrowed buildings are those of aided schools, but 241 board schools are also held in them. Parallel instances might be quoted from other parts of the province. The problem of supplying buildings with proper accommodation for the pupils under instruction is a most difficult one, and it will not be solved in a year or two. Two alternatives are suggested and both are expensive. The one is to build cheap schools which cost a great deal in repairs; the other is advocated by the Chairman of Etawah, who says :—

"I have come to the conclusion that the truest economy is to devote all available funds to the erection of really strong masonry edifices which may be relied upon to give no future trouble and cost practically nothing for up-keep. It is true that I have been able in some districts to get *zamindars* to build good roomy *kachcha* houses at comparatively small cost, but the initial cost of a kachcha building is a comparatively insignificant item compared to the recurring expenditure involved in its up-keep: expenditure that there is no escape from except at the risk of the house collapsing altogether in the next monsoon."

A middle course would seem to be the best policy such as that adopted in Rae Bareli district which has, says the Inspector, "on the whole the best buildings in the division." "There," he says, "the board has adopted a good and economical standard design for its own new schools, and the co-operation of the public has been successfully enlisted in the building or extension of a considerable number of aided schools. In the past year alone as part of an extended programme for putting all the buildings of the district in good order, the Rae Bareli board has erected 7 new primary schools in addition to training-class buildings, and has by grants-in-aid of Rs. 30 each enabled three new aided schools to be built."

Private liberality has again to be acknowledged. Thus we hear from Bulandshahr that "Rao Girraj Singh of Kutchesar contributed Rs. 800 for the construction of an upper primary school building at Bihra," and the Superintendent of the Dun records, how the Manager of a school at Jhajra, afterwards refused to take the grant allotted to him, as he had built the schoolhouse at his own expense. As an illustration of things which ought not to be allowed, the following may be quoted from an inspection report which tells how "a class consisting of 112 children was found sitting in the verandah which was only 41′×7′. The children were huddled together and it was simply impossible to pass through them."

Aided schools.

There are still few to praise or say even a good word in favour of aided schools, but the reduction in the schools and scholars already referred to, shows that they have attracted the serious attention of the district authorities. For the schools have not as a rule died a natural death by inanition, but have been deliberately abolished for inefficiency. Thus in Basti "grants-in-aid of 25 schools was withdrawn during the year under report, as they were found to be in a very unsatisfactory state on account of the lack of interest taken in them by the local *zamindars* who were responsible to the board as managers." In Etawah seven schools were closed "on account of poor attendance." In Budaun, grants-in-aid were withdrawn from twelve schools, "which did not flourish," in Meerut, the decrease in the number of schools and scholars is explained by "the discontinuance of aid to absolutely worthless schools," and the same process went on in many other districts. When money available for education is so limited, it is a pity to waste it on sham institutions; hence these measures are welcome signs of a better administration. On this aspect of the matter, the Inspector of Lucknow thus comments:—"Too often there is a complete absence of any clear principle with regard to aided schools and they are opened in a hap-hazard way without regard to the funds likely to be available for raising them to a state of efficiency. I have heard a deputy inspector relate with pride how he once opened 70 such schools in a week when he believed this achievement would commend itself to those in authority. This, it may be hoped, was a unique performance, but it illustrates the extreme lengths to which this want of system in opening aided schools may on occasion be carried." It is notorious that aided schools are on the average a good deal inferior to board schools in the quality of instruction imparted in them and illustrations of this are not difficult to obtain. This year an amusing case comes from the Agra division. "In Brindaban", the Inspector writes, "I noticed a *pandit* in an aided school having a copy of *Bhagwat Gita* which he made a parade of in the presence of his boys. On my asking him if he understood what he was so fond of reciting, his answer was:—"Such matters may be known only by God and it is not for me to pry into his secrets," a reply which perhaps does credit to his sense of humility but is a striking commentary on what his ideas about studying a book are." But they are not all bad, and there is no reason therefore to despair of the system as such, or to regard funds spent on aided schools, as so much money thrown away. The Inspector of Agra also says:—"I must, however, confess that I have come across some aided schools that in point of efficiency would compare very favourably with any district board school, which fact would lead one to think that the system itself is capable of producing good results if worked on right lines." The following case which deserves to be recorded, illustrates the possibilities of the system:—

"In some localities good aided schools have sprung up around a good board school in which a keen and energetic headmaster has been entrusted with the supervision of such schools. A notable instance of this arrangement has occurred at Goshainganj in the Lucknow district where the late headmaster of a large upper primary school, Pandit Kanhaiya Lal, did much to popularize education in the locality. This man appears to have had a rare enthusiasm for his work. I am told that he always lived in the school, although he had a house of his own in the village, and that he started no less than 22 aided schools in the neighbourhood, almost all of which are said to be still doing very well. He used, I am told, to visit these schools on holidays and used from time to time to assemble the teachers in his schools to give them some training. His death in the early part of this year was a serious loss to the Lucknow Board".

It is generally admitted that aided schools are a cheap means of providing facilities of education, that they have the merit of inducing the people to help themselves, and that they serve to indicate where education may be usefully developed. So long as this is the case, there seems to be every reason to foster the system and to give careful attention to its administration. Moreover, the course of events seems likely to bring these schools into greater prominence. District boards seem to be getting near the end of their resources so far as educational expenditure is concerned. Some of them have had to retrench already, and there is no probability of indefinite expansion. At any rate, public funds alone are not likely to support a much larger extension of educational facilities. In these circumstances, aided schools may perform a more important part than they have already played in primary education. They must long form an integral part of our educational system, and there are examples to show that they can be made useful and efficient, if they are administered with care and judgement. The Inspector of Kumaun division, where resources are particularly limited, pleads for them as follows:—"If the

prosperity and efficiency of an aided school accurately reflects the degree of local support which it receives, and if an aided school reaches a quite fairly satisfactory level where adequate local support is given, is not that a strong argument for maintaining the system and for extending it?

"This aspect of the question is of importance in the Kumaun division, where the districts are all "deficit" districts and unable without liberal aid from provincial revenues to pay their way, and where also the people are in the main not indifferent to the benefits of education; and I am of opinion that probably the best way to spend the funds available for education would be to add to the number of aided schools in the areas where the people are themselves ready to make some sacrifices for the education of their children." A similar view is held by the Superintendent of Dehra Dun, who says:—

"As was remarked last year the condition of aided schools in this district is anything but satisfactory. Many of them had but a butterfly existence, and those which manage to exist longer are most inadequately provided with proper accommodation, furniture and school apparatus. There is very little check over the regular opening of the schools, and the attendance of the pupils. There are in this district but few wealthy *zamindars*, and those there are, reside for the most part in Dehra and take but little interest in promoting education in their Estates. In view, however, of the recent orders that have been passed on the subject of reducing recurring expenditure, it is obvious that any increase in the number of board schools is out of the question. The Board must therefore fall back on aided schools, in those parts of the district, where no educational facilities exist at present. There are still several such areas and I shall make it my business during the ensuing cold weather to endeavour to enlist the co-operation of the *zamindars* concerned in providing aided schools for these areas."

Rural and urban schools.

No difference is made in the standard of instruction for rural and urban scholars. The same curriculum is observed in both kinds of schools at this stage as no differentiation appears to be necessary.

CHAPTER VII.

Training Schools for Teachers.

(1) Training Institutions for teachers in European schools.

(a) For Masters.

Since the opening of the Training class at Sanawar in the Punjab, five students have been sent from these provinces, one for the opening session last year, and four for the current session commencing March 1909. It is satisfactory that all the four stipends allotted to these provinces have been awarded, and it augurs well for the success of the scheme.

(b) For Mistresses.

Training classes were maintained at All Saints' College, Naini Tal, and the Woodstock College, Mussooree. Seven candidates from the former and one candidate from the latter appeared at the examination held by the Inspector of Schools. All passed, and two were placed in the first division.

(2) Training Institutions for masters for Native schools.

(a) Secondary and primary school teachers, English.

Government Training College, Allahabad.

The number of students rose from 38 to 54, including ten old pupils of the previous year. It is gratifying to note that fourteen of the new admissions were graduates and three were M. A's. No teacher was deputed by the department and 52 were stipendiaries; and more might have been admitted, if more stipends had been available. These figures seem to indicate that the old unpopularity of the college is breaking down, and, it is to be hoped, of the teaching profession. For, as was pointed out last year, the popularity of training is inseparably bound up with the popularity of teaching. It is certainly high time some such change did take place, for the demand for properly qualified men is much greater than the supply and a serious shortage is beginning to be felt, when posts have to be filled. The allotment of a lump sum for the revision of district school establishments and the creation of new posts in connection with the school-leaving certificate examination have done something to produce a flow of promotion, but much remains to be done before the prospects of teachers can become comparatively brighter and more attractive.

The conduct of the students has been entirely satisfactory and their industry and interest in their work are highly spoken of by the Principal. In addition to the theoretical instruction and practice in teaching, five hours a week have been devoted to physical training with a view to making the students acquainted with the rules and organisation of school games.

Anglo-Vernacular Teachers' examination.

Thirty-eight students appeared for the certificate examination, 32 passed, but only three were placed in the first division. The reports of the examiners make somewhat disappointing reading, even after every allowance is made for the mediocre capabilities of the majority of the candidates. English both written and spoken was weak, and it is evident that it has not been regarded sufficiently as a subject to be *taught*. Little proficiency in mathematics was shown by either seniors or juniors. Questions on the theory and method of teaching and such subjects as can be "got up" were successfully answered; and mechanical accomplishments like the making of model maps and black-board work were as usual very well done. Lesson notes also, though far too prolix, were well prepared. But in the one thing needful the translation of theory into practice the students were deficient. As one examiner puts it:—"The teachers had a good knowledge of the subject matter and how to arrange it, but failed in *teaching* it".

Since the close of the year the Training College as hitherto established has been abolished and given place to the Higher and Lower Grade Training Colleges under the new scheme. During the thirteen years of its existence it has done much earnest work, if not always on the right lines nor with the best of materials, and leaves behind it a creditable record.

(b) Secondary and primary school teachers, vernacular.

Normal schools for masters.

The number of students has decreased owing to the reduction in the maximum number of stipends. The classes having become manageable in size, we have a right to expect more effectiveness in theoretical instruction and a better practical training for the individual pupils. Moreover, the revised curriculum should make for better results. But improvements will take time, and old habits are hard to break. The temptation to cram their pupils for an examination rather than train them in good methods of teaching still seems to beset the teaching staff, and sometimes methods become so stereotyped as to become pernicious. There is further a tendency to fight shy of subjects which are usually badly taught and not seldom the secret of incompetence is sheer ignorance. Allowing for the tendency in teachers to relapse into creatures of routine after leaving the normal school, it is disappointing to read the following remarks of an inspector :—

> I can from experience in town schools testify to the very inferior quality of the teaching in history and geography given in normal schools; and the complaint with regard to the language attainments of normal trained teachers is too well known to need comment; there is a tendency in the normal schools not only in history and geography but also in mathematics to merely cover the ground already read for the Vernacular Final examination. It should surely be possible to do more than this in such subjects as history and geography, for which the requirements of this examination are so low as to be almost useless as an equipment for teaching in these subjects."

In one subject, drawing, improvement may be speedily expected for the staff of each normal school was strengthened by the appointment of a drawing-master, and in some places clay-modelling has been started. The health of the students has been generally good, but was affected by the prevalent malaria, especially at Lucknow. That the physical regimen seems to contribute largely to this satisfactory state of things, is indicated by the fact mentioned by one of the headmasters that "it is only in the second year of the course that a marked improvement in health and physique (remarked upon last year), the result of a course of physical exercises and a well regulated life, fully manifests itself." The conduct of the students has again not been all that could be desired. There were breaches of discipline at Agra resulting in the dismissal of several students. At Gorakhpur difficulties were caused by the intrigues of the staff; and at Lucknow there was a scandal in connection with the Vernacular Teachers' Certificate examination. The guilty persons were severely punished; but the most disappointing thing about these occurrences is that they could not have taken place without the connivance or culpable neglect of the staff.

With the progressive improvement in salaries, which are now more commonly in accordance with Government standards, the prospects of trained men are likely to improve. But the conditions of service are sometimes discouraging. For instance, it is reported that in one middle school "a trained teacher of 12 years' commendable service was drawing the same pay on which he started, *viz.*, Rs. 10." Such cases it is to be hoped are not common.

A few more training classes were opened during the year. The general opinion is that they are fulfilling a very useful function in vernacular education. The verdict of one Inspector is again that the men turned out are in no way inferior to those turned out by the normal schools. The Inspector of Normal Schools, however, does not share this optimistic view, and selects for commendation only a few classes where the instructors are zealous and the deputy inspectors are on the alert. The work done by many, he considers, indifferent. The defects, however, are clearly preventable, and it is incumbent on those responsible for these classes to see that they are kept up to the mark. One inspector points out that the problem of reconciling daily practice in teaching with efficient instruction for the infant classes has not been solved. But this problem is inherent in all systems of training. It is pointed out in several reports that the prospects of men trained at these classes, which are recruited from vernacular final passed men, are as a rule no better than those who hold only vernacular final certificates, and that differential treatment is needed. The contention is undoubtedly sound; and the action of the Lucknow Board which "has raised the status of trained teachers by giving them liberal pay, and this has resulted in making the class attractive to teachers," is certainly a step in the right direction.

Training classes.

Good accounts are received of the work accomplished at teachers' meetings. They appear to have been numerous and well attended and to be growing in

Teachers' meetings.

popularity. It is, of course, difficult to gauge accurately the effect produced, but something is gained, if the teachers return to their school-rooms with a new interest in their work and a desire to improve. Everything here depends for success on the capacity and enthusiasm of the presiding officer.

(3) TRAINING INSTITUTIONS FOR MISTRESSES FOR NATIVE SCHOOLS.

Government Female Normal School, Lucknow.

The numbers in the Normal and Model school have again increased being 188 day scholars and 53 boarders, as against 144 and 50, respectively, last year. Moreover, several applications had to be refused for lack of room in the boarding-house. "The work of the school," the Chief Inspectress reports, "has been carefully and thoroughly done and it is interesting to see how the powers of the teachers develop when they work in a well regulated school. Efforts have been made to widen the pupils, interests as far as *parda* allows." In the training class the average number has been 32. Three completed their training at Christmas by taking the examination in kindergarten teaching. One took the whole examination in 1908 and passed in the first class in the practical part. Nine have another year's training to undergo, while the rest are still working in the upper middle section of the model school. "The results of the training", the Chief Inspectress writes, "are seen in a very decided improvement in the methods of teaching, but, in spite of the fact that the Vernacular Final examination has now to be taken before the course is begun, the students' minds are so immature that few can do more than follow mechanically the directions given them and they depend almost altogether on the help of their teachers for the subject matter of their lessons." The revision of the staff on a more liberal scale of salaries was sanctioned during the year and will shortly be introduced. This may enable the school to become a centre of training for secondary teachers and also provide a suitable education for the daughters of the upper classes. It is gratifying to record that a silver medal for embroidery was gained at the Central Provinces Exhibition.

Isabella Thoburn Normal School, Lucknow.

At the Isabella Thoburn College the number of students in the normal school has been greater than ever, being 22 in both classes. The junior class, which had dwindled so low last year, has again filled up. The students under training are as a rule well qualified and the character of the work done is consequently of a high standard. Nevertheless there is a temptation to attempt topics which are beyond the grasp of the pupils.

Other Centres.

There are two other recognised centres for the training of teachers aided by Government, the Sigra School, Benares, and the Queen Victoria High School, Agra. Training classes have also lately been started at the Central Training School, Benares, and the M. E. Mission Schools at Bareilly and Moradabad, and the London Mission School, Almora. But the Chief Inspectress says that the output of teachers from all centres is far from sufficient and students are engaged immediately on finishing their course, whatever their capacity. It has not been possible as yet to draw up any uniform curriculum for all institutions and each conducts its own examination and grants its own certificates. When the time is ripe for such a measure, it will certainly be a boon. A common difficulty, which is not easy to meet, affects all the classes—the lack of suitable books for students' use. "This is especially pressing," says the Chief Inspectress, "where the training is altogether in the vernacular as at the Government School, Lucknow, as books that can help the students in gathering subject-matter for their lessons or hints in the methods of teaching are practically non-existent".

CHAPTER VIII.

Technical Education.

Section A.—*Technical and industrial education.*

During the course of the year plans for the Technological Institute at Cawnpore were drawn up and submitted to Government. But the site has first to be thoroughly surveyed and prepared before the buildings can be taken in hand. Some progress has been made with the scheme for an industrial school at Gorakhpur. The building for the Carpentry School at Bareilly has been almost completed, and tools and equipment have arrived from England. The building for the School of Design also has been almost finished and now only awaits a staff and internal fittings to complete it. But the carrying out of measures for the promotion of industrial education awaits the sanction of the Secretary of State to the general scheme of industrial development, which includes them.

Section B.—*Industrial School, Lucknow.*

The year under report has been a period of much activity, but the Industrial School has suffered from the embarrassments incidental to a stage of transition. The enrolment, which has risen by 66 to 325, and is higher by 100 than in 1906, shows that the school is more popular than ever. The proportion of artizans' sons is much the same, but the sons of clerks and mukhtars and menials have appreciably increased. According to classification by race and creed, the Hindus have gained still further on the Muhammadans, the numbers being 150 and 172 respectively. Class-wise the boys are thus distributed:—Preparatory class 191, ordinary class 98, special drawing classes 36. For industrial work the distribution at the close of the year was as follows:—240 were learning carpentry, wood-turning and cabinet-making, 57 iron and steel forging, fitting and machine work, 28 casting, moulding and pattern-making.

The growth in numbers is satisfactory enough but neither sufficient accommodation nor satisfactory arrangements for their instruction are yet provided. For the workshop course two new bays are nearly completed on a newly acquired site, a new engine and boiler house has been built; the power plant has been erected, and a considerable quantity of European tools and machinery received during the year have been added to the equipment. But there appears to be insufficient storage accommodation, and the main school is very much overcrowded. What is wanted is to relieve the headmaster of the major part of the elementary and literary instruction, so that he may have more time to devote to the purely industrial training. The revision of the establishment has been proposed with a view to strengthen the staff for both the industrial and literary branches, but it must wait for the sanction of the Secretary of State to the scheme of industrial development, of which it forms a part. Another almost equally urgent want is a boarding-house, which has for some time been under contemplation. A site for these buildings has been acquired and cleared. "The night school opened during the year has," the Inspector writes, "succeeded almost beyond expectation and has attracted a surprisingly large number of workmen from the Railway Workshops." There were 147 on the rolls, of whom all are mistris. The idea of opening a motor-car class has been abandoned; and on the opening of the new School of Design the training of drawing-masters will no longer be continued.

Section C.—*Medical School, Agra.*

The numbers consisting of 268 male and 65 female students have remained practically unaltered. Six pupils came from the Hills. The results of the various examinations appear to have been satisfactory. Outside the lecture-rooms, students have been active in a medical literary club for fortnightly reading of papers and clinical evenings, and no less active in the playfield. "This shows," writes the Principal, "a very healthy spirit among them of *esprit de corps* and keenness." There has been only one change on the staff, all the members of which are said to have performed their duties well. No new addition to the buildings have been made during the year, but extensions are needed and some projects await sanction. Except in the case of two male and two female students, who had to be dismissed for misconduct, the behaviour of the students was satisfactory.

SECTION D.—*Agricultural College, Cawnpore.*

The following is taken from a note supplied by the Principal of the College, which is now under the control of the Director of Land Records and Agriculture :—

The Indian staff has now reached its full strength and no additions are at present contemplated.

Fifty-five students joined the college in November 1908, thus raising the number to 150, which is 10 less than the maximum number for which there is boarding-house accommodation.

The final examination of the first batch of students to go through the new 2½ years' course has just been held with the result that 33 out of 46 will receive the diploma. This comparatively large number of failures is due to a higher standard of knowledge of the subjects being required than has hitherto been the case.

The Hindu and Muhammadan dining halls and cook-houses have been completed. A small hospital and an addition to the reading room have been sanctioned and will shortly be put in hand. A septic latrine installation on modern lines has just been completed.

The small dairy attached to the college has been of much use for demonstration purposes and for supplying pure milk to the staff and students.

The erection of the permanent college is expected to be finished in March next year and the questions of water, gas and electric supply are being considered.

The health of the students was on the whole good, though there were a good many cases of malaria during the epidemic in October.

SECTION E.—*Night Schools.*

The enrolment in the night school at Lucknow for European and Eurasian apprentices of the Oudh and Rohilkhand Railway has dropped to 42. A new building has been erected in the course of the year for the exclusive use of the school, which formerly shared a room with the day school. Satisfactory accounts have been received of the work done.

The school at Jhansi maintained by the Great Indian Peninsula Railway had 18 boys on the rolls. The school has made a fair start, but better work should be done when the defects of a badly lighted room, inadequate furniture, and imperfect instruments are overcome.

SECTION F.—*Business Departments.*

The shorthand and typewriting classes at the Agra College were not well attended and are to be discontinued when the school is detached. At other colleges where they are maintained, they attract a fair number of students and seems to fill a want. "The Department of Commercial Education and the Commercial Normal Department at the Reid Christian College" have, according to the Principal, "both had a very successful year." Good progress seems to have been made by the students of Urdu shorthand, and six under-graduates having completed the Teachers' Course obtained certificates. The examiners' report indicates that the course of training in some respects is capable of improvement.

"The class of recruits obtained," the Inspector says, "was not on the whole satisfactory. The practical examination which I conducted at the end of the course left a serious doubt on my mind as to the suitability of the curriculum."

The Engineering Department at the Allahabad Christian College received both non-recurring and recurring grants during the course of the year, but failed to secure affiliation to the Thomason College, Roorkee.

CHAPTER IX.

Female Education.

Schools and scholars.

(*Vide* General Tables I and V.)

The number of institutions of all kinds has risen from 1,135 to 1,254 and the number of female scholars on the rolls has grown from 47,613 to 49,478. The increase may be considered satisfactory, but is in no way striking; and an analysis of the figures shows that the relative proportion of scholars in the various stages of instruction remains unaltered. It is quite likely that the enrolment in girls' schools was affected by the malarial epidemic which scourged the provinces during the latter part of 1908. There were 39 students in colleges, exactly the same as two years ago. In the secondary stages there has been a rise from 1,004 to 1,132 and in the upper primary stage from 1,489 to 1,671. But the great mass of the pupils have remained in the lower primary stage to the number of 41,153. There was a falling off in the number of girls in boys, schools from 14,516 to 13,768. But this was only to be expected as an effect of the discontinuance of the capitation grant.

Anglo-vernacular education.

The temporary retrogression in anglo-vernacular schools recorded last year has been checked and turned into an advance, for this year there are 25 schools instead of 17 with an enrolment of 2,590 instead of 1,864. But there were only 83 in the high stage and 378 in the middle stage. Vernacular middle schools are again four in number, but their enrolment has gone down slightly from 346 to 320.

Examinations.

There were fewer candidates, 15 in all, this year for the Vernacular Final examination, and 8 passed. In the Anglo-Vernacular Middle examination the number of candidates increased from 108 to 121, of whom 88 were successful, 15 candidates appeared for the Matriculation examination, and 13 passed.

Isabella Thoburn College.

The only institution where university studies are pursued—the Isabella Thoburn College and school—has had a very successful year in every respect. The numbers, 27 in the college and 152 in the high school, are greater than ever and, brilliant results have been obtained in examinations, in spite of many changes in the staff. Six candidates appeared for the B.A. and all passed, three out of four passed in the Intermediate, and six out of seven in the Matriculation. Drawing has been introduced throughout the school and a special room has been fitted up with apparatus for teaching geography, arithmetic and English. The social and intellectual life is vigorously maintained and stimulated by Friday evening lectures on various subjects, while the prize for essay writing founded by the Hon'ble Saiyid Husain Bilgrami encourages the reading of good literature. The more homely accomplishments of sewing and cooking are to be encouraged in the future by a prize of Rs. 50 offered by an Indian gentleman. Meanwhile games and athletics are popular and help to keep the students in excellent health. The following new developments are under contemplation; additions to the college building, for which Rs. 40,000 has been received from America, a new high school building costing a lakh of rupees, and a Hindu and a Muhammadan hostel, in which *parda* will be observed and special cooking arrangements made, and students will prepare either for Government examinations or a course in domestic science.

General state of female education.

The bulk of secondary education is in the hands of missionary bodies, which manage no less than 26 schools. In female education missions were first in the field and their work is well known and acknowledged. The newer departure is represented by the municipal board school in the Kashmiri Mohalla, Lucknow, the Kanya Pathshala, Dehra Dun, and the Crosthwaite Girls' School, Allahabad, and the Partab Singh School, Moradabad. "The Kanya Pathshala is perhaps the most interesting as an instance of successful private enterprise", the Chief Inspectress writes, "and also as indicating the type of school most suited to the needs of the better classes. *Parda* is observed but not so strictly as to give an oppressive sense of seclusion; and in the boarding-house pupils belonging to different grades of society are kept apart by means of a graduated scale of fees; but all are trained in their religious and domestic duties. However, here as in every type of school, one feels that it is the personal factor and not the system that is the secret of success even more decisively than is the case in English schools". Two new schools have

been started by private enterprise in Lucknow, the Hindu School for *Purdanashin* ladies, and the Mahakali Pathshala. The Chief Inspectress sums up her impressions on primary schools, "a few are good, some indifferent, others incredibly bad", and this judgement is corroborated by the accounts received from the district boards. Some pupils leave schools with ability to read fluently which will be permanent, others learn practically nothing of any subject. Especially in the hills the rudiments picked up in the intervals of tending cows and field work must remain only "a dim memory". The best work seems to be done in reading, and sewing and knitting are the most attractive to the children and have served to popularize schools; but competent teachers are usually available only in Mission schools. Discipline is usually somewhat casual and ineffectual, as might be expected; and there are some teachers, it is to be feared, who both by example and sometimes by deliberate orders lead the children into dishonesty and untruthfulness. Progress is slow and not easy to measure; but the ignorance and incapicity of the teachers are not the sole causes. The following quotation from the Chief Inspectress' report gives a picture of the state of things :—

"Often one teacher has to cope with children in classes A to I; some obviously must suffer and the teacher's attention generally concentrates on the higher classes. Again irregular attendance thwarts the teacher's best efforts: children arrive at twelve when schools open at ten; they disappear for their '*roti*' at will and many absent themselves for days and weeks at a time. This irregularity is due to the indifference of the parents, to the disobedience and laziness of *kahars* and *bulanewalis* and often to ill-health; during September and October last year many schools were practically empty as the results of malaria".

Though the increase in the total enrolment has been comparatively small, the rise in the number of primary schools from 841 to 930 indicates wider extension of facilities, and perhaps greater popularity. However created, whether by stimulus from above or by spontaneous activity, the demand for more schools in some districts appears to exceed the supply. In Shahjahanpur for instance we read that five new aided schools were opened during the year and there is a demand for 8 more at least; these will be opened gradually as opportunity occurs. But sometimes it is simply the want of teachers which prevents the opening of new schools. Thus the Chairman of Banda writes :—"There is an increasing demand for female education; but thanks to the absence of teachers, it is difficult to meet it. One village asked for a girls' school; no teacher was available except a lad, put forward by the villagers themselves and totally unsuitable. It has been impossible to open this school." In Lucknow "three schools aided by district board were abolished in the course of the year for the want of competent mistresses." The best way of diffusing education is a matter about which more than one opinion is held. The Chairman of Etawah holds "The opening of primary schools in villages as soon as female teachers are available is just as important for girls as it is for boys." On the other hand the Commissioner of Lucknow writes (and there is much to be said for this view) :—

"The girls' schools except at headquarters make very little progress and I am afraid that the attempt to extend instruction among village girls is premature except in those few places where a certain number of educated people are to be found. Better results will in the long run be obtained by boards concentrating their efforts on a very few schools in those places where they are really desired by the inhabitants, and for which it is more likely that female teachers can be obtained".

There is, however, a danger of going too fast and creating an artificial state of things. On this point the Chairman of Benares remarks :—"The people as a rule, however, are not at present anxious to have it, and it almost seems a pity to go out of one's way to create a demand, which if created must be met with the same answer that has been given to the demand for male education—'No Funds.' Even if funds were available and there were a large demand for female education there would remain the unsolved problem of the teachers." The Chairman of Garhwal, after recording a substantial rise in the number of pupils, speaks in the same strain :—

"I doubt, however, whether the figures mean any real awakening of interest in female education. The word has passed round that Government wants female education stimulated and teachers' wives or *umuedwars* or well-meaning people collect a few girls and produce them in hopes of reward in the shape of a salary or of kind. The real learners are very few. In this district of small villages and long distances the prospects are not bright; small girls cannot go 3 or 4 miles to school and we can only expect very small schools at best. We have not funds to provide or aid any considerable number of schools."

The supply of teachers.

Schemes have been sanctioned during the year with a view to lessen the dearth of teachers. The revision of the normal school establishment will, it is hoped, fit it ultimately to become a training centre for secondary teachers; six training classes are to be opened at selected model schools, and the pay of the teachers in model schools has been raised: and posts carrying more than Rs. 15 are to be made pensionable. But the problem of finding teachers is not a mere matter of money, nor does it stand by itself. It is, in fact, intimately connected with the general attitude towards female education and the scarcity of teachers is not a cause only but an effect. In Mission schools, which are attended mainly by the Christian community, the difficulty is more easily overcome because freedom from *parda* and from the necessity of early marriage make it possible to give the more advanced education required for the after-life of their pupils. Similarly, it is felt less severely in schools, which are attended by the daughters of the more highly educated classes. Such schools can secure the services of well-qualified mistresses and education extends over a longer period. But the difficulty of getting female teachers for primary schools is chronic and intense. "It is essential", the Chief Inspectress writes, "that they should be Hindus or Muhammadans and also of good class and few women fulfilling these conditions have any education. The importance of the last point is illustrated by a dilemma in a school in the Lucknow division; the head of it was appointed in the eighties and is quite past work, yet as a Brahman she secures the confidence of parents, and were she retired the numbers would drop" The Chairman of Banda where there is only one woman teacher in the whole district, says roundly:—"It is as difficult to effect progress without women teachers as it is to make bricks without straw."

And the complaint finds an echo in nearly every district board report. Sometimes the want of them seems to be the chief obstacle to contend with. Thus the Chairman of Bara Banki reports:—

"The chief difficulty we are experiencing is our inability to secure trained female teachers and if we can only overcome this, our task will have been more than half accomplished, as in a district like Bara Banki there is no lack of initiative on the part of the leading and influential residents in the matter of female education."

So long as the attitude of the public is indifferent to a woman learning anything beyond the rudiments of learning and her household duties and so long as *parda* and early marriage customs are maintained, it is difficult to see how competent mistresses are to be recruited in anything like sufficient numbers. In default of them superannuated male teachers must continue to be employed. Sometimes they are very successful, especially for Hindu girls, because of the reverence felt for a Brahman. But they are less suitable for teaching Muhammadan girls, and they are out of the question, where *parda* is strict. Moreover, when as sometimes happens they are "almost too old and feeble to stand" the thing becomes a farce.

Government action.

During the course of the year Government reviewed the action hitherto taken for the promotion of female education and matured a programme for its further extension. While Government undertook to give more liberal assistance from provincial funds and to improve organization an earnest attempt was made to stimulate the interest of local bodies, and enlist private enterprise in the movement. With this object, under the orders of Government, local committees with definite duties have been formed in every district with the object of ascertaining public opinion and considering the measures required for advancing female education in the locality. It is too soon to judge of the value of their work and as it is purely advisory it must necessarily be of a somewhat intangible character. But "already it has proved of use", the Chief Inspectress writes, "to be able to consult these committees and so gauge local opinion", and some of them have shown considerable activity and zeal. The Secretary of the Etawah Committee for instance raised Rs. 2,000 in subscriptions in aid of the schools of the district while 4 and 5 meetings have been held et Rae Bareli and Lucknow respectively. But one must not be blind to the difficulties of the committees. The Chairman of Jaunpur writes:—

"The committee has a most difficult task in overcoming the prejudices of the higher classes against sending their girls to public schools. The leading men of the district belong generally to old families who cling to the traditions of the past, and it will take a long time before they are inspired with any genuine enthusiasm for the cause of female education."

Action at first must be tentative and gradual. As the Chairman of Shahjahanpur writes :—"The female education committee has met several times, and held useful discussions. It is at present collecting information and feeling its way."

When they go further and define a policy, their action is liable to be sterilized by want of funds, for Dehra Dun appears to be not the only district where the following situation exists, "The local Committee passes excellent resolutions recommending expenditure on female education on the lines laid down by the Provincial Committee held in 1905. These resolutions are forwarded to the district board, which while according them a most sympathetic reception, is, however, invariably compelled to return the same reply. Funds do not admit—this has been particularly the case of late, since the orders for the reduction of recurring expenditure have been received." In order to extend facilities Government sanctioned the revision of 31 existing model schools and the establishment of 29 new ones. But provincial and local public funds are not the only sources available, and private liberality sometimes comes forward with help. Thus the Rani of Khajurgaon made a generous donation of Rs. 3,000 on the occasion of Lady Hewett's visit to Rae Bareli for the furtherance of female education in the district. Another case is reported from Etawah. "Lala Durga Prasad, Rais Jaswantnagar, offered land for the construction of the girls' school at Jaswantnagar and promised to have a good substantial building built under his own supervision and to pay any extra amount required in excess of the estimate of Rs. 807. Similarly Babu Shyam Lal and Babu Sukhbir Singh raised subscriptions amounting to Rs. 3,000 towards a girl's school, which has long been wanted at Muzaffarnagar."

Scholarships and prizes.

Nothing could illustrate more clearly the general apathy towards female education than the small response to the liberal inducements offered by Government to those who will qualify for rewards. The Government order sanctioning the award of scholarships for the wives and relatives of teachers with a view to recruiting the ranks of mistresses was widely circulated, but only 16 applications were received by the end of the year and only two of them are actually being drawn. The fear of having to leave their families seems to act as a deterrent. On the other hand, there is no lack of applications for scholarships at the Normal School Lucknow, and "there is a danger", writes the Chief Inspectress, "of their being regarded as a means of support for the otherwise indigent or as a provision for relieving husbands of the up-keep of their wives." A similar experience is reported from Moradabad, where the Partab Singh Girl's School "has now 145 girls on its roll and could accommodate more. The boarding-house is now completed but so far no boarders have offered themselves even though scholarships are offered."

Girls in boys' schools.

The question of girls reading in boys' schools has been discussed at length in the last two annual reports and very little more remains to be said. The experience of another year only serves to confirm the conclusions previously drawn. In the Provinces as a whole there has been a net decrease of nearly 1,000, which would have been much greater, but for the increase in the Benares division, where special efforts have been made to swell the numbers, more than a third of such pupils, *viz.*, 5,100 belong to this division alone. But elsewhere the decline has been general and is the natural result of the cessation of the capitation grant, which provided an artificial stimulus to this so-called "co-education." It is not doubted that the teachers can be bribed or threatened to collect girls in large numbers in boys' schools. As one of the deputy inspectors reports :—"Without some permanent encouragement or threat to the teachers, there cannot be any hope of girls attending the boys' schools." The decline recorded therefore need call for no regret. There is moreover a difference of opinion as to whether it is agreeable to the ideas and customs of the country. Where girls willingly attend boys' schools there is no reason to object to it. But the practice does not succeed in cities and among Muhammadans, and an Inspector writes :—

"I have been led to conclude that co-education is thoroughly disliked as unsuitable to the country and contrary to its *rivaj*. The stimulus received from the capitation grant having been withdrawn, the whole scheme is on the verge of collapse, and there is now as rapid a shrinkage as under the grant, there was a phenomenal growth in numbers. The idea of co-education is considered to be exotic, and the presence lately of girls in boys' schools was attributed to a desire to humour the authorities and to pocket the extra income offered. The attendance of such girls was generally irregular and their progress in the class almost imperceptible."

The results accomplished in the Benares division are certainly remarkable as an achievement. But there seems to be no doubt that progress in this direction does

not represent the true line of advance nor go to the heart of the problem in female education. The Chairman of Ballia's remarks seem to be much to the point :—

"The great increase is in the girls reading in boys' schools, 1,435 as against 118. This increase is due to the strenuous efforts of the inspecting staff, who have impressed on teachers that they are expected, willy-nilly, to show girls attending. I have seen orders to teachers that they must show girls ; and, naturally, girls have been shown. In one school I found 50 on the register, not one of whom had ever been near the place. When I have found girls present, I have more than once had very strong doubt as to whether they were really regular attendants. At one school I found 10 girls added to the class of 61 which one man was supposed to teach. There was a girls' school in the place but the teacher had it firmly fixed in his mind that he must have girls in his school too. So here were these 10, behind a blanket hung up in a corner of the yard for *parda*, learning what the teacher could impart to them in the time he could spare from his 61. I see no use in enrolling girls in schools where the masters have already more boys than they can teach."

Governesses.

It is perhaps a mistake to suppose that schools and scholars afford an accurate criterion of the extent of female education. A good deal, though it is difficult to say how much, probably goes on in the home through the medium of relatives or governesses and, of course, *zenana* work has long been carried on successfully by missionaries. The advantage of this method is that it involves no violation of the *parda* of the pupils ; and the recently constituted local committees at the instance of Government have given special attention to the possibilities of a system of visiting governesses. Eight out of thirty-one consider there is no opening. Others approve and are willing to pay part of the salary. But it is practically impossible to find persons who combine the necessary qualifications. The Committees say that the governess must be of good family, must know both forms of the vernacular and be skilled in needle work. "These conditions", the Chief Inspectress says, "are not easy to fill, especially the first, as few women of high class would be willing to go from house to house. It would involve a very novel kind of life for women who keep *parda*. If however the right kind of women could be secured, the value of the work could probably be considerable, if the success of the mission *zenana* agencies can be taken as any indication". These remarks are corroborated by the Chairman of Jaunpur who says :—"Under the circumstances, the only practicable method of imparting education to the girls of higher classes is to send governesses to teach them at home. But educated orthodox Hindu and Muhammadan governesses who could secure the confidence and co-operation of the *zenana* ladies of *pardanashin* families are few and far between and beyond the limited means of the Committee". It seems quite clear that the experiment is a delicate one and that every care must be taken not to wound the social susceptibilities of the people.

Inspection of girls' schools.

It goes without saying that in the present condition of female education the utmost importance attaches to the work of supervision and inspection. "Quite apart from the pressing need of oversight," the Chief Inspectress remarks, "the isolated position of the teachers makes the stimulus and interest of frequent visits of an inspectress almost a necessity to them". But the difficulties connected with this work are as great as ever, for the extra help afforded by the appointment of a fifth circle inspectress is practically neutralised by the increase in the number of schools. Some relief perhaps will come when the time is ripe for filling up the other two posts sanctioned. But clearly a vast number of schools will remain inaccessible to an inspectress for a long time to come, and the duty of inspecting them will continue to fall entirely on the deputy inspectors, who also visit accessible non-parda schools, the visits of the Inspectress being necessarily separated by long intervals. These duties are sometimes performed somewhat perfunctorily, but a great deal of good work has been performed by these officers. One way of overcoming such difficulties is to appoint local inspectresses of a lower grade, where schools are sufficiently numerous and this step has been taken in Lucknow which is to have an assistant inspectress for the city schools and in Bara Banki where the district board has appointed its own district inspectress. "The appointment", the Chief Inspectress says, "has proved a great success but the circumstances are unusually favourable, and much care is needed in following this example. The salary for such posts is necessarily low and it would be difficult therefore, to secure the kind of women who could be set to wander about among the villages without protection". Voluntary help in this direction is very welcome, and the kind offer of Mrs. Jwala Prasad, to assist in the inspection of the schools of Muzaffarnagar is gratefully acknowledged.

CHAPTER X.

Education of Special Classes.

Section A.—*Europeans and Eurasians.*

Schools and scholars.

There are again five so-called arts colleges, or college classes, three for women and two for men. The number of students in them fell considerably from 36 to 25, but the decline appears to be temporary, and the numbers have begun to rise. In the past only "an insignificant fraction," of school students has proceeded to University studies, obviously because there were so few careers in which a degree was advantageous. One result of this was the difficulty of obtaining graduates for the teaching profession, in which the prospects have always been poor and even now are poorer than in almost any walk of life. But the promulgation of the order regarding the award of salary grants to European schools and the contraction of openings in other directions have made the prospects of the teaching profession rather brighter. Hence, it seems not unlikely that there may be an increase in the number of Europeans studying for a degree and a corresponding improvement in the standard of tuition. The number of schools proper is less by one than last year owing to the disappearance of the Diocesan Primary School, Chunar, which was not worth keeping on. There are "special departments" at six boys' schools, two special classes for dressmaking, cookery and the like at the Convent High School, Naini Tal, and the Woodstock College, Mussooree, and "technical classes" at the Wynberg Orphanage, Mussooree, and St. Patrick's High School, Agra, in which a more practical turn is given to the training of their girls. The work done in these classes is spoken of very highly by the Inspector, who considers them of the greatest value.

The Inspector gives an interesting analysis of the number in the secondary schools. The total enrolment at the end of the year was nearly 4½ per cent., more than last year, but the numbers in unaided schools have fallen off so markedly as to indicate a decline in their popularity. The same tendency was observed in Bengal during the previous year and seems to indicate the operation of the same influences—a keener struggle for existence and a diminishing *clientele*, i. e., the people of moderate means who do not send their sons to Europe for education.

The numbers in primary schools have fallen off by 9 per cent., both in enrolment and average attendance, but this seems to be due in part at any rate to the the unhealthiness of the season.

Taking all institutions together, the enrolment, *viz.*, 4,395 on 31st March was 2 per cent. higher than last year. The growth in numbers does not seem to indicate any increased interest in education, the advantage of which is fairly well realised by the average parent, so much as the gravitation of pupils from Southern and Western India, where the numbers show a tendency to decrease, to our hill schools, on account of either their educational or climatic superiority. Speaking of the average duration of school-life the Inspector remarks :—

"I am inclined to think the vast majority of European children of from eight to twelve are actually under instruction either at home or at school, recognised or unrecognised. They no doubt drop steadily in the higher classes partly through lack of local facilities and the inability of parents to send their children to a distant boarding school with its higher fees, and partly no doubt here and there from the parents' failure to realise the benefits of higher schooling. But the numbers who do proceed to the higher classes are not low and argue quite a wide-spread realisation of the advantages of education."

He calculates that about "one in four drops off after the upper primary stage, while of those who go on to the middle stage about one in five drops off after each year, and that of those, who finish the middle course only about one in three goes on to the high stage."

On the question whether there is any large proportion of European and Eurasian children in these Provinces outside educational influences of any kind the Inspector writes thus :—

"There is no large 'slum' Eurasian population, unreached and perhaps unreachable, as in Calcutta. Many very poor children there certainly are, but nowhere in these Provinces do they seem to have reached the lowest depths of degradation. Moreover, the agencies that aim at reaching them are fairly numerous and on the whole efficient. There are two free schools

and one orphanage in Lucknow with a total enrolment of about 300, 200 of whom probably belong to Lucknow itself. The local needs of Allahabad are probably sufficiently met, so far as the very poor go, by a free school and two orphanages, for boys and girls, respectively, which have a total enrolment of about 250, about 100 being from Allahabad and the rest from other parts of the province or outside it. Similarly, in Agra two Orphanages, for boys and girls, respectively, with a combined enrolment of well over 200, probably sufficiently meet the educational needs of the local poor. Besides these there are in the Hills of these Provinces three more orphanages, with a total enrolment of well over 300, a large proportion of whom, however, probably do not belong to these Provinces. In all therefore we have eleven educational institutions specially designed for poor children and with their total enrolment of well over 1,000 children, they may fairly claim to be doing as much as it is possible to do for the local poor. It would certainly be difficult to over-estimate the value of their services to the poor children under their care. Most, if not all, of these institutions make it a principle to refuse admission to no indigent child and if any such goes without an elementary education it cannot be said to be due to lack of facilities for obtaining it. Last year some Rs. 35,000 (Rs. 33,300 as boarding grants and Rs. 1,700 as special grants for free schools) was allotted by the department towards the maintenance of these institutions and there can be no doubt that the money was well spent."

Expenditure

The total expenditure was Rs (9,12,046) which represents a decrease of Rs. 8,572. Fees contributed Rs. 43,000 more, private contributions, perhaps in consequence of the prevalent financial depression half a lakh less, while the amount spent by Government was about the same as before.

Curriculum.

Proposals for the revision of the curriculum made by the Provincial Text-Book Committee on the lines described in last year's annual report have been approved by Government and will be incorporated in the Code. Syllabuses for the new courses are under preparation, with a view to indicate their scope. It is hoped that these changes will constitute an important step towards putting European education on a better footing.

Examinations.

The number of candidates in the High School examination rose from 126 to 170 an increase which seems to indicate that the normal conditions interrupted last year by the operation of Article 99 of the Code have been re-established. There has been a slight further drop in the number of candidates for the Middle School examination, but the registrar thinks that there may be an increase hereafter and that schools while recognising the advantage of being vested with the power to grant or refuse promotion to the high section are realising more clearly the advantage of an external test. The few more candidates in the Primary Scholarship examination this year have little significance, the examination being competitive and optional.

The results in the High School examination are practically identical with those of the previous year. In the Middle School examination the boys did very much better, and the girls slightly worse. The rise of percentage on both combined from 37 to 47, though not brilliant, is relatively satisfactory.

The weakest subjects in the High Scholarship examination are Latin and science. Latin has suffered from neglect in the past as well as from bad teaching; but the Registrar anticipates an improvement in the future as a result of the efforts now made in the junior classes. The bad results in science are due principatly to poor equipment and methods of cram. In mathematics also there was something of a break down. In the Middle School examination the girls did much better than the boys in English. The answers in history too often show want of intelligence. The results in Urdu were, as usual, poor in both examinations.

Section B.—*Hindus and Muhammadans.*

The percentage of Muhammadans to the total number of scholars is 18·4. Hence the slight decline recorded last year has been wiped off. They have grown in proportion amongst college students, of whom they now form 24·2 per cent. In secondary schools the proportion falls to 20·9 per cent. Taking actual figures whereas there were only 33 more Hindus under instruction, there were no less than 3,922 Muhammadans more than in the previous year. In the Fyzabad and Rohilkhand divisions, they have made a still further advance. Girls' schools are, however, less popular than with the Hindus.

Section C.—*Colvin Taluqdars' School, Lucknow.*

The numbers which had fallen to 34 have risen to 46, consisting of 18 wards and 28 non-wards. A fine swimming bath, the gift of Maharaja Sir Bhagwati Prasad Singh of Balrampur, and a new library and common room built by subscription in memory of an old student are welcome additions to the school buildings

and equipment. But more class room accommodation appears to be required. Land has been taken up for demonstration purposes, but no demonstrator has been appointed owing to want of funds. This difficulty stands in the way of several useful reforms. The school being largely dependent on its fee-income has run into debt; but it is hoped that the new settlement with the Canning College will substantially raise the income from endowment.

SECTION D.—*The Reformatory School, Chunar.*

The number of boys under detention has risen slightly, from 138 to 147 at the end of the calendar year. Conduct was on the whole good; and offences against discipline, though a trifle more numerous, were not serious; the only attempt at escape failed. The health of the boys suffered severely from the prevailing malaria and the daily average of the sick in hospital was nearly double that recorded for 1907. The education of the boys makes steady progress, and the results of the annual examination were particularly good. It speaks well for the school that an ex-pupil after passing through a training class has been appointed a teacher in a village school and that others are preparing to follow his example. Profits on manufactures have been unusually good and seem to indicate that the industrial training is of considerable value in spite of the difficulty of securing capable and reliable trade masters on the wages offered. Hence it is a pity that so few boys after release pursue the trades taught them. But this is not the fault of the school. Of boys whose future is known, only one got no employment of any kind. The plan of teaching a boy his hereditary employment, so far as possible, has not yet had time to take effect.

During the year the licensing system, was again tried in the case of seven boys but with only moderate success. Two boys were sent to the Industrial School, Lucknow, but they did not settle down and the experiment failed.

CHAPTER XI.

Private Institutions.

The revival in private institutions recorded last year has received a check. The number of institutions has fallen from 4,821 to 4,703, but an increase of nearly 1,000 in the total enrolment shows that they are on the average better attended. It is difficult to account for the apparent stagnation. Malarial epidemic may have had something to do with it, for the existence of many of these schools is fitful and precarious. But the fluctuating and unreliable character of the statistics renders explanation conjectural and hazardous. It is only possible to detect certain tendencies. The decline of elementary vernacular schools has continued, and this year has been accompanied by a decided decrease amongst *Koran* schools. But Arabic, Persian and Sanskrit schools have generally revived, and it looks as if this increase in the first two classes was to be accounted for by the conversion of *Koran* schools In proportion to their numbers Muhammadans favour private institutions more than the Hindus, but this year there has been a slight decline in the actual numbers of the former while the latter have distinctly increased.

[*Vide* General Table III].

CHAPTER XII.

PHYSICAL AND MORAL TRAINING.

Physical training in anglo-vernacular schools.

In spite of certain well known drawbacks, such as the want of good play grounds, the general indifference of school masters, and sometimes the prejudice of parents, cricket, hockey and football appear to grow in popularity and to be played with greater skill and keenness, and what is more important, with a better spirit. The pleasurable excitement of such out-door games cannot fail to be beneficial to the mind and body of the school-boy and prove a useful corrective of his naturally sedentary habit and liabilty to examination-fever. In some schools apparently an honest attempt is made to diffuse these benefits throughout the school, but too often either for want of facilities or organization, the smaller boys are ignored, and physical training is concentrated on a handful of bigger boys. On this matter an inspector comments thus :—"Encouragement of games is by some people branded as an incitement to professionalism, but I think that if all boys were taught to play there will be no room in any school for the so-called professional". This aspect of the matter is, of course, intimately connected with the institution of annual tournaments, which certainly tend to focus interest in games and exercises on a short period of the year and on the prowess of a few chosen athletes. Some schools of the weaker sort exhaust their energies on the necessary spurt for the competitions of a crowded week, and then make up for it by slackness during the rest of the year. The reports, however, of the annual tournaments held last year are very satisfactory. One Inspector writes :—"I watched a large number of the games and was struck with the excellent spirit in which they were played". Another says :—"They are intended to teach fair play and self-restraint, modesty in the hour of triumph and graceful appreciation of an opponent's superior skill; and though the Indian school boy has still much to learn I honestly believe that he is year by year becoming more and more of a real sportsman."

Regrettable incidents occurred at two tournaments. At one two teams were disqualified "for leaving the field in a huff" and for breach of the rules respectively. At another disorder broke out for a few minutes, but in this case it was the crowd and not the school boys that were to blame. The Inspector says.—"There is always a chance of such incidents occurring and those in charge are in a constant state of anxiety. School tournaments must necessarily be held in large towns and city crowds are not as a rule very desirable." With a view to obviate such occurrences and other drawbacks to annual tournaments, which have been dealt with in previous reports, an interesting experiment was tried last year in the Lucknow division where a league system was introduced. Under this system each school played every other in the game or games, for which it entered; matches were spread over the school-year as far as possible, and the competition concluded with a single day's meeting for athletic sports, drill and the final football match. The advantages of such a system are that it gets rid of crowds, keeps up a sustained interest in games, develops local interest, stimulates the master's sense of responsibility for this side of school life, and affords opportunities for developing a better attitude towards games. In fact, its object is to make games less of a business and more of a sport. It is, of course, not without difficulties of its own. Competent referees, for instance, are not to be found everywhere, and it is something of a puzzle to work out an elaborate programme of fixtures; there is too a possibility of its encroaching too much on class work. "But the experiment" it is said, "was sufficiently successful to justify its continuance for another year."

Gymnastics are not very popular and drill is for the most part confined to the younger boys. An exception is the district High School, Aligarh, where it is taught regularly and successfully to the whole school.

Vernacular schools.

English games, such as are played in anglo-vernacular schools, are seldom practised in vernacular schools. In the general absence of play grounds, there are few opportunities, and there is no particular reason to desire their introduction. Instead of them indigenous sports are frequently indulged in, such as wrestling and *phari-gadka* (sword play) which are said to be very popular in the better upper

primary schools of the Lucknow district and generally practised by all boys and not merely by a few. The Inspector adds :—"Indian clubs are also in vogue in a good many schools of this district and both pupils and teachers take a just pride in this side of school training." Gymnastics remain the pastime of the few, but *desi kasrat* is very popular and generally taught with remarkable success. "In some primary schools of the division", writes an Inspector, "I was struck by the excellent way in which the boys performed the various exercises." As trained teachers are capable of teaching *desi kasrat* quite well themselves, peripatetic drill masters are becoming superfluous, and in some districts they are gradually being abolished. In backward districts however, they seem to be required. The custom of holding district tournaments is extending; and their popularity, is attested by the generosity with which the local gentry in some districts contribute towards their expenses.

Conduct in schools.

Conduct and discipline have been generally satisfactory. Cases requiring severe punishment have been rare. The behaviour of school-boys out of school sometimes leaves something to be desired. They are said to be wanting in respect and courtesy. Sometimes no doubt, ill-manners arise from ignorance; but often it is not so, and the public anxiety about the lack of reverence and obedience in the rising generation appears to be not without foundation.

Moral training.

Moral training in Indian schools cannot be said to have suffered during the past year from any lack of discussion by the outside world; though public opinion in regard to it, as reflected in the press, would hardly seem to have advanced beyond a point which the Master of Balliol once described as that of hovering for a time on the verge of a great truth to gain only a truism. A general consent has once more been reached as to the necessity of moral training, if boys are to grow into good men; but no little uncertainty still prevails as to its nature and methods. The practical conclusions of the majority, however, appear to be these :—Government is to blame for upholding a purely secular education, which develops the intellect but starves the moral nature of our youth. This spreading mischief, which all must deplore, could be overcome, if Government were to prescribe a course of moral and religious instruction in all schools.

It is unnecessary here to look closely into the many assumptions that are made to support these conclusions. Nor in India where the State is pledged to neutrality in matters pertaining to religion, does a secular education require any elaborate defence. One among the things most to be desired is a better stamp of teacher, men with a higher sense of duty and a stronger force of character, with more knowledge and greater devotion, who would insensibly raise the whole tone of our schools. But the recruiting field is limited. Most young men of ability fix their eyes on more lucrative professions. Thus in modern India economic considerations run strongly counter to the immemorial feeling which binds the teacher to a lot of poverty. And the problem thus remains one that cannot be handled in isolation from the general life and movement of the country. But what is possible is being done (as shewn in the introductory chapter) to make the teacher's calling more attractive and thus to help towards that sense of a corporate life which is so largely absent from our Indian schools.

A few remarks may be permitted as to that robuster optimism which hopes for a magical effect on the rising generation by a course of moral lessons to be made compulsory. The assumption here seems to be that a lesson in morality is essentially different from a lesson, say, in geography. Whereas the fact is that all lessons are equally moral or immoral. Morality cannot be switched on or off to meet the necessities of a school time-table. Indeed the attempt to treat morality as something apart from the whole life of the school is much as if one were to search for the life of a body by breaking its limbs asunder. Teaching in itself is but a small and altogether subordinate part of moral training. "If," says the great practical teacher of ancient times, "arguments and theories had power of themselves to make people good, then many (as the poet wrote) and great would their guerdons justly have been; and our only task would have been to provide these theories and arguments in a sufficient store. But the truth is that moral precepts, though strong enough to stimulate young men of liberal minds, and able to inspire with a love of virtue a character that is already well-bred and full of a true love for honour, are powerless to turn the majority to goodness. * * * *

Theory and instruction do not avail in all cases. But the soul of the hearer must be so trained in habits of action as to delight in what is noble and to loathe what is wrong, just as the earth must be tilled to nourish the seed." The word in season, doubtless has its uses ; but its power is small in comparison with that of the law and discipline of the school and the community.

CHAPTER XIII.

Preparation and distribution of text-books.

Work of the Text-Book Committee.

The number of publications of all kinds considered by the Provincial Text-Book Committee fell from 650 to 417. The proceedings confirm the impression produced in previous years that there is much waste of time in the production of school books which are not wanted, the majority of those submitted being either inferior or in no way superior to those already in use.

The New Vernacular Readers.

A joint meeting of the Urdu and Hindi sub-committees was specially convened to consider the rather serious criticisms levelled at the new vernacular readers from all quarters during the first year of their use. The resolutions passed at the joint meeting were submitted to Government with the proceedings of the general meeting. While they show that many of the allegations were baseless and extravagant, they also draw attention to undoubted defects of both language and subject matter, and indicate the lines on which the readers might be improved. However suitable they may be for children who do not proceed beyond the primary stage, there seems to be no doubt that they provide an insufficient training in language to boys, who are going to pursue a further literary course. Their vocabulary is not rich enough and they are not sufficiently graduated in difficulty. The fact is that the whole subject of the literary training in the vernacular requires consideration. Not only is a suitable introductory course required, but a good middle course also for the Vernacular Final student. For some time neither the Urdu nor the Hindi course has been considered satisfactory and has only been tolerated in default of a better. The matter is receiving the attention of the committee and the department; but really satisfactory courses are not easy to prepare.

The supply of text-books.

Text-books continue to be supplied either by general competition or by book agents appointed by Boards. On the whole, both methods seem to work as satisfactorily as can be expected. Complaints are received that the first method though excellent in the city is neither easy nor economical for the mufassil, but this is perhaps inevitable. The second system is a failure, when the bookseller does not keep a sufficient stock of books. But this seems capable of remedy.

Allahabad:
The 8th of October 1909.

ARTHUR VENIS, M. A.,
Officiating Director of Public Instruction,
United Provinces.

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GENERAL TABLE I.

Abstract Return of Colleges, Schools and Scholars in the United Provinces of Agra and Oudh at the end of the official year 1908-1909.

(For Details see General Table III.)

Area and Population.			Institutions and scholars.	Public Institutions.							Private Institutions.		Grand Total.	Percentage of.	
				Collegiate Education.		School Education, General.		School Education, Special.		Total of Public Institutions.					
Total Area in Square Miles.	Number of Towns and Villages.	Population.		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools	All other Special Schools.		Advanced.	Elementary.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
107,164	Towns ... 455 Villages, 1,05,073 Total ... 1,05,528	Males 24,616,942 Females 23,074,840 Total ... 47,691,782	Institutions. For males	24	8	546	9,598	112	82	10,370	996	3,460	14,826	Institutions to number of towns and villages.	14·05
			Institutions. For females...	4	...	52	938	10	3	1,007	4	243	1,254		1·19
			Institutions. Total ...	28	8	598	10,536	122	85	11,377	1,000	3,703	16,080		15·24
			Scholars. Males ...	3,519	1,089	79,617	4,50,309	1,072	3,808	5,39,414	19,674	49,782	6,08,870	Male scholars to male population of school-going age.	16·49
			Scholars. Females...	38	1	4,640	39,316	240	84	44,319	136	5,023	49,478	Female scholars to female population of school-going age.	1·43
			Scholars. Total ...	3,557	1,090	84,257	4,89,625	1,312	3,892	5,83,733	19,810	54,805	6,58,348		9·20

GENERAL TABLE II.

Abstract Return of Expenditure on Public Instruction in the United Provinces of Agra and Oudh for the official year 1908-09.

(For Details see General Table IV.)

	Total Direct Expenditure on Public Instruction.							Total Indirect Expenditure on Public Instruction.								Total expenditure on Public Instruction.
	Collegiate Education.		School Education, General.		School Education, Special.		Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.	
	Arts Colleges	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools										
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1.—Institutions. { For males	6,10,751	4,37,056	18,57,274	15,66,468	1,32,920	2,01,018	48,05,487	96,862	72,377	4,56,661	1,89,626	12,85,220	1,44,933	7,51,495	29,97,174	84,52,436
For females	15,464	...	4,13,251	1,81,788	39,034	238	6,49,775									
Total ...	6,26,215	4,37,056	22,70,525	17,48,256	1,71,954	2,01,256	54,55,262	96,862	72,377	4,56,661	1,89,626	12,85,220	1,44,933	7,51,495	29,97,174	84,52,436
2(*a*)—Percentages of Provincial expenditure included in columns 2—17 to total Provincial expenditure on Public Instruction	11·43	18·66	11·74	1·28	4·58	4·77	52·46	1·84	3·33	9·41	4·10	21·91	3·06	3·89	47·54	100·00
(*b*) Percentages of Local Fund expenditure included in columns 2—17 to total Local Fund expenditure on Public Instruction	·34	...	21·90	44·44	1·94	·92	69·54	...	...	8·31	1·64	17·10	1·59	1·82	30·46	100·00
(*c*)—Percentages of Municipal expenditure included in columns 2—17 to total Municipal expenditure on Public Instruction ...	2·83	...	32·33	55·92	·60	·55	92·23	...	...	·20	1·45	4·11	·68	1·33	7·77	100·00
(*d*)—Percentages of total expenditure in columns 2—17 to total expenditure on Public Instruction	7·41	5·17	26·86	20·68	2·04	2·38	64·54	1·15	·86	5·40	2·24	15·21	1·71	8·89	35·46	100·00

GENERAL TABLE II.

Abstract Return of Expenditure on Public Instruction in the United Provinces of Agra and Oudh for the official year 1908-09—(concluded.)

(For details see General Table IV.)

	Total Direct Expenditure on Public Instruction.						
	Collegiate Education.		School Education, General.		School Education, Special.		Total.
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	
1	2	3	4	5	6	7	8
3.—Average annual cost of educating each pupil in—	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Government Institutions. Cost to Provincial Revenues ...	197 0 9	543 5 2	17 5 6	10 14 6	182 6 1	36 12 10	92 2 8
Government Institutions. Cost to Local and Municipal Funds,	...	...	0 11 2	0 4 4	0 8 4	6 2 9	2 1 7
Total cost ...	**251 6 10**	**546 3 11**	**33 9 5**	**11 6 0**	**183 2 8**	**47 10 11**	**104 14 6**
Local Fund Schools. Cost to Provincial Revenues ...	...	...	0 7 10	...	...	...	0 1 2
Local Fund Schools. Cost to Local Funds ...	7 2 3	...	10 5 1	3 10 9	92 8 10	13 9 5	4 12 9
Total cost ...	**62 0 0**	...	**17 1 4**	**4 2 2**	**92 13 10**	**20 10 1**	**6 2 11**
Municipal Schools. Cost to Provincial Revenues ...	...	...	...	...	...	...	...
Municipal Schools. Cost to Municipal Funds ...	...	...	11 10 4	5 0 6	...	13 12 2	5 10 3
Total cost ...	...	...	**23 8 3**	**5 12 0**	...	**13 12 2**	**7 5 1**
Institutions in Native States. Cost to Native State Revenues ...	...	...	34 5 2	5 11 10	...	...	22 1 3
Institutions in Native States. Cost to Local and Municipal Funds,	...	...	...	...	...	...	...
Total cost ...	...	...	**34 5 2**	**10 3 4**	..	**8 11 11**	**24 3 9**
Aided Institutions. Cost to Provincial Revenues ...	51 2 4	...	7 11 3	0 0 11	54 8 0	12 10 9	1 13 10
Aided Institutions. Cost to Local and Municipal Funds,	9 11 3	...	6 10 2	1 15 10	16 12 5	16 7 2	2 13 5
Total cost ...	**184 13 1**	..	**44 10 1**	**2 12 3**	**115 2 8**	**70 6 3**	**11 5 11**
Unaided Institutions—Total Cost.	**109 14 6**	**92 1 8**	**45 9 0**	**5 1 3**	**155 0 0**	**129 13 9**	**35 1 21**
All Institutions. Cost to Provincial Revenues ...	72 8 11	382 2 8	3 0 11	0 1 0	75 15 2	28 5 1	2 1 1
All Institutions. Cost to Local and Municipal Funds,	5 4 11	...	9 0 3	3 4 4	46 1 0	8 0 7	4 4 5
Total cost ...	**182 11 8**	**411 8 8**	**27 2 9**	**3 12 11**	**130 15 5**	**54 13 8**	**9 14 0**

GENERAL

Return of Colleges, Schools and Scholars in the

Class of institutions.	Public							
	Under Public Manage							
	Managed by Government.				Managed by District or Municipal Boards.			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
COLLEGIATE EDUCATION.								
Arts Colleges.								
English	2	436	443	386	...	...	...	...
Oriental	1	326	334	300	1	6	7	5
Colleges or Department of Colleges for Professional Training.								
Law	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...
Engineering	1	543	541	539	...	...	...	...
Teaching	1	54	52	48	...	...	...	...
Agriculture	1	151	154	134	...	...	...	...
Total ...	**6**	**1,510**	**1,524**	**1,407**	**1**	**6**	**7**	**5**
SCHOOL EDUCATION, GENERAL.								
Secondary Schools.								
For Boys { High Schools ...	5	1,520	1,559	1,318	40	10,657	10,822	9,041
For Boys { Middle { English Schools { Vernacular,	...	...	...	...	16	1,769	1,678	1,370
	6	644	737	550	341	39,830	39,785	28,914
For Girls { High Schools ...	...	...	...	...	...	...	...	...
For Girls { Middle { English Schools { Vernacular,	...	...	...	...	1	85	76	54
	...	...	...	...	...	...	...	...
Total ...	**11**	**2,164**	**2,296**	**1,868**	**398**	**52,341**	**52,361**	**39,379**
Primary Schools.								
For Boys	4	123	114	91	5,551	3,25,398	3,03,736	2,19,571
For Girls	36	1,931	1,709	1,142	330	9,840	9,075	6,545
Total ...	**40**	**2,054**	**1,823**	**1,233**	**5,881**	**3,35,238**	**3,12,811**	**2,26,116**
SCHOOL EDUCATION, SPECIAL.								
Schools for Special Instruction.								
Training Schools for Masters	6	456	461	426	106	616	616	584
Training Schools for Mistresses	1	31	32	28	...	...	...	...
Schools of Art	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...
Medical Schools ...	2	333	322	317	...	...	...	...
Engineering and Surveying Schools	...	...	...	...	...	...	...	...
Technical and Industrial Schools	5	516	467	351	...	...	...	...
Commercial Schools ...	...	...	...	...	...	...	...	...
Agricultural Schools ...	...	...	...	...	...	...	...	...
Reformatory Schools ...	1	147	140	132	...	...	...	...
Other Schools	43	1,636	1,655	1,306	3	145	154	114
Total ...	**58**	**3,119**	**3,077**	**2,560**	**109**	**761**	**770**	**698**
Total of Colleges and Schools of Public Instruction ...	**115**	**8,847**	**8,720**	**7,068**	**6,389**	**3,88,346**	**3,65,949**	**2,66,198**

TABLE III.

United Provinces for the official year 1908-1909.

Institutions.

ment.				Under Private Management.			
Maintained by Native States.				Aided by Government or by District or Municipal Boards.			
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
10	11	12	13	14	15	16	17
...	...	...	...	12	1,724	1,613	1,331
...	...	...	...	3	271	255	186
...	...	..	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	15	1,995	1,868	1,517
1	280	290	209	52	13,875	13,641	11,315
...	...	...	...	43	6,087	5,716	4,632
...	...	...	...	11	1,260	1,176	889
...	...	...	...	19	1,827	1,879	1,665
...	...	...	...	22	2,090	2,027	1,800
...	...	...	...	4	320	299	240
1	280	290	209	151	25,459	24,738	20,541
5	194	170	127	3,893	1,31,750	1,25,517	93,922
...	...	...	...	534	15,425	14,655	10,732
5	194	170	127	4,427	1,47,175	1,40,172	1,04,654
...	...	...	...	...	...	...	...
...	..	...	...	6	185	180	131
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	9	505	419	346
...	...	...	...	2	26	26	24
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
1	35	35	28	7	280	250	208
1	35	35	28	24	996	875	709
7	509	495	364	4,617	1,75,625	1,67,653	1,27,421

GENERAL

Return of Colleges, Schools and Scholars in the

Class of institutions.	Public institutions—(*concld.*) Under Private Management—(*concld.*) Unaided. Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand Total of public institutions.	Grand Total of scholars on the 31st of March.	Number of scholars on the 31st of March learning— English.	A classical language.	A vernacular language.	Europeans and Eurasians.
1	18	19	20	21	22	23	24	25	26	27
COLLEGIATE EDUCATION.										
Arts Colleges.										
English	7	628	640	566	21	2,788	2,787	1,700	1	31
Oriental	2	166	135	125	7	769	239	725	80	...
Colleges or Departments of Colleges for Professional Training.										
Law	5	342	315	188	5	342	342	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	1	543	...	...	...	72
Teaching	...	...	...	...	1	54	54	...	41	1
Agriculture	...	...	...	...	1	151	151	...	105	...
Total ...	14	1,136	1,090	879	36	4,647	3,573	2,425	227	104
SCHOOL EDUCATION, GENERAL.										
Secondary Schools.										
For Boys. High Schools ...	10	2,205	2,157	1,805	108	28,537	25,525	9,841	25,423	1,677
For Boys. Middle Schools English...	15	1,288	1,217	905	74	9,144	6,028	1,746	9,109	363
For Boys. Middle Schools Vernacular	6	218	143	101	364	41,952	...	...	41,952	...
For Girls. High Schools ...	3	110	174	158	22	1,937	1,901	546	750	1,340
For Girls. Middle Schools English...	3	192	186	172	26	2,367	1,210	9	2,137	322
For Girls. Middle Schools Vernacular	...	...	...	...	4	320	...	...	320	...
Total ...	37	4,013	3,877	3,141	598	84,257	34,664	12,142	79,691	3,702
Primary Schools.										
For Boys	145	4,135	3,772	2,704	9,598	4,61,600	408	1,541	4,59,802	168
For Girls	38	829	630	454	938	28,025	470	...	27,792	249
Total ...	183	4,964	4,402	3,158	10,536	4,89,625	878	1,541	4,87,594	417
SCHOOL EDUCATION, SPECIAL.										
Schools for Special Instruction.										
Training Schools for Masters	...	...	...	...	112	1,072	...	...	1,072	...
Training Schools for Mistresses	3	24	24	24	10	240	57	4	192	34
Schools of Art ...	...	...	...	...	...	...	...	...	...	...
Law Schools... ...	...	...	...	...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	2	333	...	...	...	7
Engineering and Surveying Schools ...	6	73	73	69	6	73	73	10	55	73
Technical and Industrial Schools	5	147	85	63	19	1,168	304	29	940	4
Commercial Schools ...	1	49	43	40	3	75	49	...	...	2
Agricultural Schools ...	...	...	...	...	...	...	...	...	...	...
Reformatory Schools ...	...	...	...	...	1	147	...	...	147	...
Other Schools ...	...	...	...	...	54	2,096	110	277	1,709	62
Total ...	15	293	225	196	207	5,204	593	320	4,115	182
Total of Colleges and Schools of Public Instruction.	249	10,406	9,594	7,374	11,377	5 83,733	39,708	16,428	5,71,627	4,405
PRIVATE INSTITUTIONS.										
1. *Advanced teaching*—										
(*a*) Arabic or Persian ...					559	11,445	23	11,133	504	...
(*b*) Sanskrit					441	8,365	37	8,266	132	...
(*c*) Any other oriental classic					...	..	...	...	...	...
2. Elementary, teaching a vernacular only or mainly. For Boys					2,077	31,305	643	560	30,123	...
2. Elementary, teaching a vernacular only or mainly. For Girls					141	2,786	26	21	2,739	...
3. Elementary, teaching the Koran. For Boys					1,210	15,125	....	15,048	95	...
3. Elementary, teaching the Koran. For Girls					99	841	...	829	12	...
4. Other Schools not conforming to Departmental standards. For Boys					173	4,703	2,432	356	3,532	...
4. Other Schools not conforming to Departmental standards. For Girls					3	45	...	31	14	...
Total ...					4,703	74.615	3,161	36,244	37,151	...
Grand Total ...					16,080	6,58,348	42,869	52,672	6,08,778	4,405

TABLE III.

United Provinces for the official year 1908-1909.

Classification of scholars on the 31st of March, according to race or creed.							Number of girls in boys' schools.	Number of boys in girls' schools.
Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.		
	Brahmans.	Non-brahmans.						
28	29	30	31	32	33	34	35	36
60	578	1,402	715	...	2	...	...	...
...	565	6	198	...	...	...	...	...
2	81	197	60	1	...	1	...	...
...	...	...	...	...	...	...	...	...
16	82	273	100	...	...	...	...	...
1	16	27	9	...	...	...	1	...
2	21	84	44	...	...	...	...	...
81	1,343	1,989	1,126	1	2	1	1	...
765	5,238	14,630	6,161	27	37	2	164	...
583	1,627	4,501	2,059	1	4	6	82	..
161	10,035	22,399	9,329	7	...	21	227	...
512	8	37	19	...	10	11	...	274
1,831	65	103	31	...	11	4	...	183
155	16	93	56	...	...	...	...	...
4,007	16 989	41,763	17,655	35	62	44	473	457
680	1,31,935	2,65,537	62,534	92	11	643	11,824	...
669	5,810	15,907	5,383	7	...	...	...	533
1,349	1,37,745	2,81,444	67,917	99	11	643	11,824	533
1	424	456	187	...	...	4	...	...
48	49	82	27	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
70	58	162	35	...	...	1	...	...
...	...	...	...	...	...	...	...	...
303	115	368	376	...	1	1	14	...
22	12	22	17	...	...	...	1	...
...	...	...	..	...	...	...	...	...
3	17	79	48	...	...	...	...	...
8	308	1,473	244	...	...	1	...	...
455	983	2,642	934	..	1	7	15	...
5,892	1,57,060	3,27,836	87,632	135	76	695	12,313	990
1	262	884	10,298	...	...	...	47	...
...	6,981	1,383	1	...	...	...	17	...
...	...	...	...	...	...	...	...	...
1,056	5,743	19,312	5,187	...	...	7	584	...
564	449	1,476	297	...	...	...	...	29
...	2	23	15,100	...	...	...	738	...
...	...	...	841	...	...	..	...	11
165	707	2,147	1,619	...	61	4	69	...
14	15	15	1	...	...	...	...	...
1,800	14,159	25,240	33,344	...	61	11	1,455	40
7,692	1,71,219	3,53,078	1,20,976	135	137	706	13,768	1,030

GENERAL TABLE IIIA.

Number of Scholars on the 31st March, classified according to sex, race, or creed.

		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
				Brahmans.	Non-Brahmans.				
COLLEGIATE EDUCATION—									
Arts Collges—									
English	Male	10	49	578	1,397	714	...	2	...
	Female	21	11	...	5	1	...	...	...
Oriental	Male	...	...	565	6	198	...	...	...
	Female	...	...	...	...	...	...	...	...
Colleges for Professional training—									
Law	Male	...	2	81	197	60	1	...	1
	Female	...	...	...	...	...	...	...	...
Medicine	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Engineering	Male	72	16	82	273	100	..	...	...
	Female	...	...	...	...	...	...	...	...
Teaching	Male	...	1	16	27	9	...	...	...
	Female	1	...	...	...	...	...	...	...
Agriculture	Male	...	2	21	84	44	...	...	...
	Female	...	...	...	...	...	...	...	...
Total		**104**	**81**	**1,343**	**1,989**	**1,126**	**1**	**2**	**1**
SCHOOL EDUCATION—GENERAL—									
Secondary Schools—									
For Boys—									
High Schools	Male	1,513	765	5,238	14,630	6,161	27	37	2
	Female	164	...	...	...	...	...	...	...
Middle Schools—									
English	Male	281	583	1,627	4,501	2,059	1	4	6
	Female	82	...	...	...	...	...	...	...
Vernacular	Male	...	161	10,020	22,187	9,329	7	...	21
	Female	...	...	15	212	...	...	...	...
For Girls—									
High Schools	Male	212	48	...	6	3	...	5	...
	Female	1,128	464	8	31	16	...	5	11
Middle Schools—									
English	Male	127	43	2	1	4	...	2	4
	Female	195	1,788	63	102	27	...	9	...
Vernacular	Male	...	...	...	...	...	...	...	...
	Female	...	155	16	93	56	...	...	...
Total		**3,702**	**4,007**	**16,989**	**41,763**	**17,655**	**35**	**62**	**44**
Primary Schools—									
For Boys	Male	95	597	1,29,155	2,57,543	61,649	85	9	643
	Female	73	83	2,780	7,994	885	7	2	...
For Girls	Male	89	82	101	254	7	...	...	...
	Female	160	587	5,709	15,653	5,376	7	...	...
Total		**417**	**1,349**	**1,37,745**	**2,81,444**	**67,917**	**99**	**11**	**643**
SCHOOL EDUCATION—SPECIAL—									
Schools for Special Instruction—									
Training Schools	Male	...	1	424	456	187	...	...	4
	Female	34	48	49	82	27	...	...	...

GENERAL TABLE IIIA.

Number of Scholars on the 31st March, classified according to sex, race, or creed—(continued).

		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
				Brahmans.	Non-Brahmans.				
SCHOOL EDUCATION—SPECIAL—(*concluded.*)									
Schools for Special Instruction—(continued.)									
Schools of Art	Male	...	...	...	...	...	...	...	...
	Female	...	..	..	...	...	...	...	...
Law Schools	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Medical Schools	Male	...	16	58	159	35	...	...	...
	Female	7	54	...	3	...	...	...	1
Engineering and Surveying Schools.	Male	73	...	...	...	...	...	...	...
	Female	...	...	...	...	...	..	...	...
Industrial Schools	Male	...	301	115	366	366	...	1	1
	Female	4	2	...	2	10	...	...	...
Commercial Schools	Male	1	22	12	22	17	...	...	...
	Female	1	...	...	...	...	...	...	...
Agricultural Schools	Male	..	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Reformatory Schools	Male	...	3	17	79	48	...	...	...
	Female	...	...	...	...	...	...	...	...
Other Schools	Male	62	8	308	1,473	244	...	...	1
	Female	...	...	...	...	...	...	...	...
Total		**182**	**455**	**983**	**2,642**	**934**	...	**1**	**7**
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.		**4,405**	**5,892**	**1,57,060**	**3,27,838**	**87,632**	**135**	**76**	**695**
PRIVATE INSTITUTIONS—									
1. ADVANCED TEACHING—									
(*a*) Arabic or Persian.	Male	...	1	262	884	10,244	...	...	...
	Female	..	...	...	...	54	...	...	...
(*b*) Sanskrit	Male	...	...	6,941	1,341	1	...	...	...
	Female	...	...	40	42	...	...	...	...
(*c*) Any other Oriental Classic.	Male	...	...	...	...	...	...	...	...
	Female	..	...	...	...	...	...	...	...
2. ELEMENTARY TEACHING—A VERNACULAR ONLY OR MAINLY—									
For Boys	Male	...	1,044	5,642	19,036	4,992	...	...	7
	Female	...	12	101	276	195	...	...	...
For Girls	Male	...	4	8	16	1	...	...	...
	Female	..	560	441	1,460	296	...	...	...
3. ELEMENTARY TEACHING—THE KORAN ONLY—									
For Boys	Male	...	...	2	23	14,362	...	...	...
	Female	...	...	...	...	738	...	...	...
For Girls	Male	...	...	...	...	11	...	...	...
	Female	...	...	...	...	830	..	...	...
4. OTHER SCHOOLS NOT CONFORMING TO DEPARTMENTAL STANDARDS—									
For Boys	Male	...	165	693	2,128	1,602	...	42	4
	Female	...	...	14	19	17	...	19	..
For Girls	Male	...	...	...	...	...	...	...	...
	Female	...	14	15	15	1	...	...	...
Total of Private Institutions.		...	**1,800**	**14,159**	**25,240**	**33,344**	...	**61**	**11**
Grand Total		**4,405**	**7,692**	**1,71,219**	**3,53,078**	**1,20,976**	**135**	**137**	**706**

GENERAL

Return of Expenditure on Public Instruction in the

Objects of Expenditure.	Public					
	Under Public					
	Managed by Government.					
	Provincial Revenues.	District Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION.						
Arts Colleges.						
English	1,32,807	...	41,893	...	360	1,75,060
Oriental	20,298	...	...	...	...	20,298
Colleges or Departments of Colleges for Professional Training.						
Law	...	...	...	...	...	...
Medicine	...	...	...	...	...	...
Engineering	3,13,906	...	2,180	...	...	3,16,086
Teaching	24,596	...	...	...	...	24,596
Agriculture	67,361	...	...	...	...	67,361
Total ...	5,58,968	...	44,073	...	360	6,03,401
SCHOOL EDUCATION, GENERAL.						
Secondary Schools.						
For Boys. High Schools	33,248	1,605	26,175	...	8,493	69,521
For Boys. Middle Schools English ...	...	...	...	...	...	...
For Boys. Middle Schools Vernacular ...	6,578	...	1,022	...	...	7,600
For Girls. High Schools	...	...	...	...	...	...
For Girls. Middle Schools English ...	...	...	...	...	...	...
For Girls. Middle Schools Vernacular ...	...	...	...	...	...	...
Total ...	39,826	1,605	27,197	...	8,493	77,121
Primary Schools.						
For Boys	386	379	286	...	...	1,051
For Girls	19,499	112	...	75	...	19,686
Total ...	19,885	491	286	75	...	20,737
SCHOOL EDUCATION, SPECIAL.						
Schools for Special Instruction.						
Training Schools for Masters ...	75,329	256	...	...	132	75,717
Training Schools for Mistresses ...	14,584	...	...	...	...	14,584
Schools of Art	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...
Medical Schools	35,869	...	...	...	...	35,869
Engineering and Surveying Schools ...	...	...	...	...	...	...
Technical and Industrial Schools ...	23,786	...	1,840	...	500	26,126
Commercial Schools	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...
Reformatory Schools	35,442	...	...	...	...	35,442
Other Schools	...	15,916	9,798	...	28	25,772
Total ..	1,85,010	16,202	11,638	...	660	2,13,510
Buildings	4,13,036	...	...	...	30	4,13,066
Furniture and apparatus (Special grants only)	22,767	2,614	...	...	...	25,381
Total ...	4,35,803	2,614	...	...	30	4,38,447
University	...	...	...	...	...	...
Direction	...	...	...	...	...	...
Inspection	...	...	...	...	...	...
SCHOLARSHIPS HELD IN						
Arts Colleges	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...
Other Professional Colleges ...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...
Technical and Industrial Schools ...	...	...	...	...	...	...
Reformatory Schools	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...
Total ...	...	...	...	...	...	...
Total Expenditure on Public Instruction ...	12,39,492	20,912	83,191	75	9,543	13,53,216

TABLE IV.

United Provinces for the official year 1908-09.

Institutions.	Managed by District or Municipal Boards.						Managed by Native States.			
Management.										
Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments. and other sources.	Total.	Native State Revenues.	Fees.	Endowments. and other sources	Total.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	..	...	...	...	...	..	...	...	...	...
...	50	...	..	...	384	434	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	..	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
..	50	..	...	...	384	434	..	...	...	...
24,970	2,38,874	14,810	1,86,115	731	2,147	4,67,647	9,954	...	...	9,954
...	21,878	13,770	15,579	15	61	51,303	...	...	...	...
...	2,69,742	26,203	81,833	2,031	1,242	3,81,051	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	980	1,527	...	236	..	2,743	...	...	...	...
...	...	...	...	...	.	...	...	..	...	...
24,970	5,31,474	56,310	2,83,527	3,013	3,450	9,02,744	9,954	...	...	9,954
...	10,59,395	1,04,206	83,620	7,095	2,975	12,57,291	976	71	688	1,735
...	43,712	14,822	...	...	293	58,827	...	...	...	...
..	11,03,107	1,19,028	83,620	7,095	3,268	13,16,118	976	71	688	1,735
...	57,011	192	...	...	...	57,203	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	..	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	269	...	...	...	269	...	...	...	...
..	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
..	1,182	653	37	...	576	2,448	...	306	...	306
...	58,193	1,114	37	...	576	59,920	...	306	...	306
4,400	5,14,292	11,501	...	4,649	744	5,35,586	...	...	...	...
1,655	44,805	1,537	...	507	...	48,504	400	...	...	400
6,055	5,59,097	13,038	...	5,156	744	5,84,090	400	...	...	400
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	..	..	...	...	...	..
...	...	...	...	...	..	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	..	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
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...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	..	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
31,025	22,51,921	1,89,490	3,67,184	15,264	8,422	28,63,306	11,330	877	688	12,395

GENERAL

Return of Expenditure on Public Instruction in the

Objects of expenditure.		Public						
		Under Private management.						
		Aided by Government or by District or Municipal Boards.						
		Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1		19	20	21	22	23	24	25
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION.	*Arts Colleges.*							
	English	95,188	9,800	7,773	1,20,678	4,490	1,04,102	3,42,031
	Oriental	356	372	185	18	869	1,414	3,214
	Colleges or Departments of Colleges for Professional Training.							
	Law	...	...	...	...	...	...	...
	Medicine	...	...	..	...	...	...	...
	Engineering	...	...	...	...	...	...	...
	Teaching	...	...	...	...	...	...	...
	Agriculture..	...	...	...	...	...	..	...
	Total ...	95,544	10,172	7,958	1,20,696	5,359	1,05,516	3,45,245
SCHOOL EDUCATION, GENERAL.	*Secondary Schools.*							
	For Boys ... High Schools ...	1,04,229	80,864	14,125	2,28,737	36,055	1,21,444	5,85,454
	For Boys ... Middle Schools English ...	8,668	24,788	13,894	46,985	9,013	21,257	1,24,605
	For Boys ... Middle Schools Vernacular	...	3,262	903	1,128	2,580	6,878	14,751
	For Girls ... High Schools ...	62,405	7,576	681	1,12,301	11,789	64,592	2,59,344
	For Girls ... Middle Schools English ...	10,222	10,483	4,131	8,747	20,825	53,113	1,07,521
	For Girls ... Middle Schools Vernacular	5,000	2,610	780	...	...	3,995	12,385
	Total ...	1,90,524	1,29,583	34,514	3,97,898	80,262	2,71,279	11,04,060
	Primary Schools.							
	For Boys	2,018	2,10,290	24,907	16,525	20,770	16,248	2,90,758
	For Girls	5,950	30,417	13,163	3,576	17,379	26,070	96,555
	Total ...	7,968	2,40,707	38,070	20,101	38,149	42,318	3,87,313
SCHOOL EDUCATION, SPECIAL.	*Schools for Special Instruction.*							
	Training Schools for Masters ...	...	...	...	...	...	...	...
	Training Schools for Mistresses ...	9,810	1,520	1,500	3,037	2,444	2,419	20,730
	Schools of Art	...	...	...	...	...	...	...
	Law Schools	...	...	...	...	...	...	...
	Medical Schools	...	...	...	...	...	..	...
	Engineering and Surveying Schools...	...	...	...	...	...	...	...
	Technical and Industrial Schools ...	420	8,831	120	444	...	11,052	20,867
	Commercial Schools	7,652	...	...	210	...	6,904	14,766
	Agricultural Schools	...	...	...	...	..	...	...
	Reformatory Schools	...	...	...	...	...	...	...
	Other Schools	735	1,980	500	1,863	393	7,818	13,289
	Total ...	18,617	12,331	2,120	5,554	2,837	28,193	69,652
Buildings		59,113	3,070	50	9,811	27,796	1,74,260	2,74,100
Furniture and apparatus (Special grants only)		42,281	614	365	1,569	9,774	12,112	66,715
Total ...		1,01,394	3,684	415	11,380	37,570	1,86,372	3,40,815
University		...	...	...	...	...	...	...
Direction		...	...	...	...	...	...	...
Inspection		...	..	...	..	...	...	...
SCHOLARSHIPS HELD IN—	Arts Colleges	...	...	...	...	...	...	...
	Medical Colleges	...	...	...	...	...	...	...
	Other Professional Colleges ...	...	...	...	...	...	...	...
	Secondary Schools	...	...	...	...	...	...	...
	Primary Schools	...	...	...	...	...	...	...
	Medical Schools	...	...	...	...	...	...	...
	Technical and Industrial Schools ...	...	...	..	...	...	...	...
	Reformatory Schools	...	...	...	...	...	...	...
	Other Schools	...	...	...	...	...	...	...
Miscellaneous		...	...	...	...	...	...	...
Total ...		...	...	...	...	...	...	...
Total Expenditure on Public Instruction ...		4,14,047	3,96,477	83,077	5,55,629	1,64,177	6,33,678	22,47,085

TABLE IV.

United Provinces for the official year 1908-09—(concluded).

Institutions—*(concluded.)*				Total Expenditure from—						Grand Total.
Unaided.								All other sources.		
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Private.	Public.	
26	27	28	29	30	31	32	33	34	35	36
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
17,923	30,164	28,971	77,058	2,27,995	9,800	7,773	1,80,494	1,52,673	15,414	5,94,149
...	4,338	3,782	8,120	20,654	422	185	18	9,384	1,403	32,066
18,729	...	10,284	29,013	...	...	...	18,729	10,284	...	29,013
...	...	..	...	...	...	...	...	...	...	...
...	...	..	...	3,13,906	...	...	2,180	..	...	3,16,086
...	...	...	...	24,596	...	...	...	...	...	24,596
...	...	...	...	67,361	...	...	...	...	...	67,361
36,652	34,502	43,037	1,14,191	6,54,512	10,222	7,958.	2.01,421	1.72.341	16,817	10.63.271
47,947	11,804	58,232	1,17,983	1,62,447	3,21,343	28,935	4,88,974	2,01,396	47,464	12,50,559
6,951	4,507	14,580	26,038	8,663	46.666	27,664	69,515	34,786	14,647	2,01,946
228	1,086	53	1,367	6 578	2,73,004	27,106	84,211	13,206	664	4,04,769
20,371	...	...	20,371	62,405	7,576	681	1,32,672	65,576	10,805	2,79,715
27	6,657	4,203	10,887	10,222	11,463	5,658	8,774	82,253	2,781	1,21,151
...	...	...	...	5,000	2,610	780	...	3.995	...	12,385
75,524	24,054	77,068	1,76,646	2,55,320	6 62,662	90,824	7.84 146	4 01,212	76,361	22,70,525
1,468	1,891	12,280	15,633	2,404	12,70,064	1,29,113	1,01,964	49,517	13.406	15,66,468
1,052	4,552	1,116	6,720	25,449	74,241	27,985	4.628	46,681	2 804	1,81,788
2.514	6,443	13.396	22,353	27,853	13 44.305	1,57,098	1.06.592	96,198	16.210	17,48,256
...	...	...	...	75,329	57,267	192	...	132	...	1,32.920
48	192	3,480	3,720	24,394	1,520	1,500	3,085	8,535	...	39,034
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	35,869	...	...	...	...	...	35,869
2,670	...	5,276	7,946	...	...	...	2,670	4,115	1,161	7.946
1,135	...	9,400	10,535	24,206	8,831	389	3,419	18,059	2,893	57,797
2,116	...	5,505	7,621	7,652	...	...	2,3:6	12,409	...	22,387
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	35,442	...	...	...	...	...	35,442
...	...	...	...	735	19,108	1,153	12,004	8.223	592	41.815
5,969	192	23,661	29,822	2,03,627	86,726	3,234	23,504	51,473	4,646	3,73,210
...	59,144	3,324	62,468	4,76,549	5,17,362	11,551	9,811	2,69,519	428	12,85,220
...	1,005	2,928	3,933	66,703	48,083	1,902	1,569	25,827	899	1,44,933
...	60,149	6.252	66,401	5,43,252	5,65,395	13,453	11,380	2.95,346	1,327	14,30,153
...	...	...	...	40,000	...	...	*56,862	...	...	96,862
...	...	...	...	72,377	...	...	...	...	...	72,377
...	...	..	...	2,04,670	2,51,431	560	...	...	...	4,56,661
...	...	...	...	26,648	144	432	2,840	16,419	238	46,721
...	...	...	...	...	...	...	...	...	...	...
...	...	...	..	17,442	...	...	...	...	...	17,442
...	...	...	...	32,289	36,274	3,188	18	23,043	3,238	98,050
...	...	...	...	...	6,171	284	...	112	119	6,686
...	...	...	...	8,886	6,108	...	...	...	240	15,234
...	...	...	...	877	1,033	...	...	178	...	2,088
...	...	...	...	...	...	..	...	...	...	...
...	...	...	...	3,053	55	180	...	117	...	3,405
...	...	...	...	84,677	54.865	3,734	3,16,423	2,85,854	5.942	7,51,495
...	...	...	...	4,90.919	3.56,081	8,378	3,76,143	3 25,728	9,777	15 67.021
1.20,659	1,25,340	1,63,414	4 09.413	21,75 483	†30.25,391	2.80,945	15,03.186	13,42 293	1.25.138	84.52.436

* Income from fees amounted to Rs. 87,260.

† Rs. 6,38,870 were given to district boards during 1908-09 out of Government of India's six lakhs grant and its accumulated savings.

GENERAL

Return of the Stages of Instruction of Pupils in Public Schools for General

Class of schools.			Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.		
					1			2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—										
For Boys.	Government	English ...	5	1,520	356	...	356	787	...	787
		Vernacular	6	644	...	...	...	168	...	168
	District Board	English ...	51	11,491	1,935	...	1,935	6,426	...	6,426
		Vernacular	338	39,519	...	...	...	17,313	...	17,313
	Municipal ...	English ...	5	935	35	...	35	447	...	447
		Vernacular	3	311	...	...	...	65	...	65
	Native States	English ...	1	280	28	...	28	100	...	100
		Vernacular	...	...	...	...	...	...	...	...
	Aided ...	English ...	95	19,962	2,084	20	2,104	8,002	90	8,092
		Vernacular	11	1,260	...	...	...	320	...	320
	Unaided ...	English ...	25	3,493	491	1	492	1,381	6	1,387
		Vernacular	6	218	...	...	...	95	...	95
	Total ...		**546**	**79,633**	**4,929**	**21**	**4,950**	**35,104**	**96**	**35,200**
For Girls.	Government	English ...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	District Board	English ...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Municipal ...	English ...	1	85	...	...	...	...	8	8
		Vernacular	...	...	...	...	...	...	...	...
	Native States	English ...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Aided ...	English ...	41	3,917	...	203	203	25	679	704
		Vernacular	4	320	...	...	...	...	25	25
	Unaided ...	English ...	6	302	...	28	28	2	72	74
		Vernacular	...	...	...	...	...	...	...	...
	Total ...		**52**	**4,624**	...	**231**	**231**	**27**	**784**	**811**
Total, Secondary Schools ...			**598**	**84,257**	**4,929**	**252**	**5,181**	**35,131**	**880**	**36,011**
Primary Schools—										
For Boys.	Government ...	...	4	123	...	...	...	...	...	...
	District Board	...	5,386	3,13,543	...	...	...	...	...	...
	Municipal ...	...	165	11,855	...	...	...	...	...	...
	Native States...	...	5	194	...	...	...	...	...	...
	Aided ...	...	3,893	1,31,750	...	...	...	...	...	...
	Unaided ...	...	145	4,135	...	...	...	...	...	...
	Total ...		**9,598**	**4,61,600**	...	...	...	...	...	...
For Girls.	Government ...	...	36	1,931	...	...	...	...	...	...
	District Board	...	266	7,610	...	...	...	...	...	...
	Municipal ...	...	64	2,230	...	...	...	...	...	...
	Native States...	...	...	...	...	...	...	...	...	...
	Aided ...	...	534	15,425	...	...	...	...	...	...
	Unaided ...	...	38	829	...	...	...	...	...	...
	Total ...		**938**	**28,025**	...	...	...	...	...	...
Total, Primary Schools ...			**10,536**	**4,89,625**	...	...	...	...	...	...
Grand Total ...			**11,134**	**5,73,882**	**4,929**	**252**	**5,181**	**35,131**	**880**	**36,011**

TABLE V.

Education in the United Provinces, at the end of the official year 1908-1909.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading Printed Books.			Not Reading Printed Books.					
3						5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
377	...	377	...	...	...	...	...	...	1,520	...	1,520
123	...	123	343	...	343	10	...	10	644	...	644
2,694	...	2,694	436	...	436	...	...	...	11,491	...	11,491
11,637	...	11,637	9,690	25	9,715	652	202	854	39,292	227	39,519
250	...	250	203	...	203	...	...	...	935	...	935
68	...	68	156	...	156	22	...	22	311	...	311
87	...	87	65	...	65	...	...	...	280	...	280
...	...	...	...	...	...	...	...	...	...	...	...
4,968	91	5,059	4,517	26	4,543	156	8	164	19,727	235	19,962
242	...	242	653	...	653	45	...	45	1,260	...	1,260
800	4	804	713	...	713	97	...	97	3,482	11	3,493
23	...	23	100	...	100	...	...	...	218	...	218
21,269	**95**	**21,364**	**16,876**	**51**	**16,927**	**982**	**210**	**1,192**	**79,160**	**473**	**79,633**
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	14	14	...	32	32	3	28	31	3	82	85
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
119	840	959	191	1,400	1,591	89	371	460	424	3,493	3,917
...	56	56	...	135	135	...	104	104	...	320	320
20	78	98	8	84	92	...	10	10	30	272	302
...	...	...	...	...	...	...	...	...	...	...	...
139	**988**	**1,127**	**199**	**1,651**	**1,850**	**92**	**513**	**605**	**457**	**4,167**	**4,624**
21,408	**1,083**	**22,491**	**17,075**	**1,702**	**18,777**	**1,074**	**723**	**1,797**	**79,617**	**4,640**	**84,257**
47	...	47	31	..	31	45	...	45	123	...	123
38,577	23	38,600	2,44,861	5,116	2,49,977	22,284	2,682	24,966	3,05,722	7,821	3,13,543
640	...	640	10,088	11	10,099	1,110	6	1,116	11,838	17	11,855
25	...	25	148	...	148	19	2	21	192	2	194
3,495	24	3,519	1,12,740	2,590	1,15,330	11,599	1,302	12,901	1,27,834	3,916	1,31,750
133	12	145	3,179	47	3,226	755	9	764	4,067	68	4,135
42,917	**59**	**42,976**	**3,71,047**	**7,764**	**3,78,811**	**35,812**	**4,001**	**39,813**	**4,49,776**	**11,824**	**4,61,600**
...	76	76	...	1,730	1,730	...	125	125	...	1,931	1,931
...	82	82	...	6,445	6,445	...	1,083	1,083	...	7,610	7,610
...	51	51	...	2,061	2,061	...	118	118	...	2,230	2,230
...	...	...	...	...	...	...	...	...	...	...	...
17	306	323	238	11,971	12,209	213	2,680	2,893	468	14,957	15,425
8	14	22	56	446	502	1	304	305	65	764	829
25	**529**	**554**	**294**	**22,653**	**22,947**	**214**	**4,310**	**4,524**	**533**	**27,492**	**28,025**
42,942	**588**	**43,530**	**3,71,341**	**30,417**	**4,01,758**	**36,026**	**8,311**	**44,337**	**4,50,309**	**39,316**	**4,89,625**
64,350	**1,671**	**66,021**	**3,88,416**	**32,119**	**4,20,535**	**37,100**	**9,034**	**46,134**	**5,29,926**	**43,956**	**5,73,882**

GENERAL

Return showing the Results of Prescribed Examinations in

Nature of examination.	Number of institutions sending Examinees.				Number of Examinees.				
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other Institutions.	Private students.	Total.
1	2	3	4	5	6	7	8	9	10
ARTS COLLEGES.									
1. Master of Arts	1	3	1	5	9	13	1	1	24
2. Previous M. A.	2	4	2	8	12	20	6	16	54
3. M. Sc. Final	1	...	...	1	3	...	...	...	3
4. M. Sc. Previous	1	...	...	1	8	...	...	...	8
5. Bachelor of Arts	2	8	3	13	59	273	63	16	411
6. B. Sc.	2	5	2	9	44	41	17	1	103
7. First B. A.	...	...	...	...	...	...	...	...	...
7. First B. Sc.	...	...	...	...	...	...	...	...	...
7. First Arts	2	12	5	19	125	713	242	35	1,115
7. Previous Examination	...	...	...	...	...	...	...	...	...
ORIENTAL COLLEGES.									
1. Master of Oriental Learning ...	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental Learning ...	...	...	...	...	...	...	...	...	...
3. Honours in Sanskrit (1)	2	1	6	9	101	3	16	1	121
3. Honours in Arabic	...	...	...	...	...	...	...	...	...
3. Honours in Persian	...	...	...	...	...	...	...	...	...
3. Honours in Urdu	...	...	...	...	...	...	...	...	...
4. High Proficiency in Sanskrit (1) ...	4	5	67	76	90	37	219	9	355
4. High Proficiency in Arabic (2) ...	...	2	3	5	...	2	3	...	5
4. High Proficiency in Persian	...	...	...	...	...	...	...	...	...
4. High Proficiency in Urdu	...	...	...	...	...	...	...	...	...
5. Proficiency in Sanskrit (1)	6	7	88	101	35	23	295	14	367
5. Proficiency in Arabic (3)	1	3	5	9	1	3	5	2	11
5. Proficiency in Persian	...	...	...	...	...	...	...	...	...
5. Proficiency in Urdu	...	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING.									
Law.									
1. Doctor of Law	...	...	...	...	...	...	...	...	...
2. Bachelor of Law	1	7	1	9	41	46	25	...	112
3. Previous LL. B	1	5	1	7	4	62	67	...	133
Medicine.									
1. M. D.	...	...	...	...	...	...	...	...	...
2. M. B.	...	...	...	...	...	...	...	...	...
3. L. M. S.	...	...	...	...	...	...	...	...	...
4. First M. B.	...	...	...	...	...	...	...	...	...
4. First L. M. S.	...	...	...	...	...	...	...	...	...
Engineering.									
					21	...	...	...	21
					2	...	...	...	2
					35	...	...	...	35
					61	...	...	...	61
1. M. C. E.					3	...	...	...	3
2. B. C. E.									
3. L. C. E.	1	...	...	1	9	...	...	...	9
4. First L. C. E.									
					23	...	...	...	23
					4	...	...	...	4
					19	...	...	...	19
Teaching	1	...	...	1	38	...	...	...	38
Agriculture	1	...	...	1	46	...	...	...	46

TABLE VI.

the United Provinces during the official year 1908-09.

Number passed.					Race or creed of passed scholars.								
Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Remarks.
							Brahmans.	Non-Brahmans.					
11	12	13	14	15	16	17	18	19	20	21	22	23	24
8	4	...	1	13	...	1	6	4	2	...	...	...	
5	7	...	3	15	1	...	3	3	3	...	...	...	
1	...	...	...	1	...	...	...	1	...	...	...	...	
4	...	...	...	4	...	...	3	1	...	...	...	...	
35	106	26	7	174	4	7	29	77	55	...	...	2	
19	7	2	...	28	...	...	8	19	1	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
62	244	82	9	397	8	11	92	185	97	...	1	3	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
56	2	10	1	69	...	...	69	...	...	...	...	...	(1) Sahskrit College examinations.
...	...	...	...	...	...	...	..	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
25	21	115	1	165	..	...	162	3	...	...	...	...	
...	...	3	...	3	...	...	...	...	3	...	...	...	(2) Fazil examination.
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
18	16	110	7	151	..	...	151	...	...	...	...	...	
...	2	4	1	7	...	...	...	...	7	...	...	...	(3) Mulla examination.
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
25	25	22	...	72	...	1	22	38	9	...	2	...	
...	38	54	...	92	...	...	31	41	19	...	...	1	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	..	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	..	..	...	
21	...	...	...	21	6	...	4	10	1	...	...	...(4)	(4) Civil Engineer.
2	...	...	...	2	...	...	...	2	...	...	...	...(5)	(5) Electrical Engineer.
35	...	...	...	35	16	...	3	15	1	...	...	...(6)	(6) Upper Subordinate.
61	...	...	...	61	...	...	11	44	6	..	...	...(7)	(7) Lower Subordinate.
3	...	...	...	3	...	...	...	3	...	...	..	...(8)	(8) Draftsman and Computor.
9	...	...	...	9	...	...	...	8	1	...	...	...(9)	(9) Mechanical Apprentice.
23	...	...	...	23	...	...	3	8	12	...	...	...(10)	(10) Industrial.
4	...	...	...	4	4	...	...	...	...	...	...	...(11)	(11) British Military Survey.
19	...	...	...	19	...	...	...	6	13	...	...	..(12)	(12) Native Military Survey.
32	...	...	...	32	1	...	9	17	5	...	...	...	
33	...	...	...	33	...	...	1	20	12	...	...	...	

GENERAL

Return showing the Results of Prescribed Examinations in

Nature of examination.		Number of institutions sending Examinees.				Number of Examinees.				
		Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.
1		2	3	4	5	6	7	8	9	10
SCHOOLS FOR GENERAL EDUCATION.										
1. Matriculation ...	For Boys ...	40	44	7	91	965	955	197	37	2,154
	For Girls ...	...	4	...	4	...	15	...	...	15
2. High School Examination for Europeans.	For Boys ...	...	10	3	13	...	84	34	1	119
	For Girls ...	...	13	2	15	...	46	4	1	51
3. Middle School Examination for Europeans.	For Boys ...	...	11	2	13	...	82	4	...	86
	For Girls ...	...	15	2	17	...	59	8	...	67
3a. Middle English Examination for Girls ...		...	18	2	20	...	97	7	1	105
4. Middle Vernacular	For Boys ...	338	12	2	352	5,865	116	11	695	6,687
	For Girls ...	1	2	...	3	12	3	...	...	15
5. Upper Primary Examination.	For Boys ...	2,606	295	20	2,921	20,500	2,168	187	5	22,860
	For Girls ...	9	27	2	38	34	310	21	2	367
6. Lower Primary Examination.	For Boys ...	...	...	...	...	...	...	...	...	...
	For Girls ...	...	...	...	...	...	...	...	...	...
7. Public Service Certificate Examination.	English ...	...	...	...	...	...	...	...	...	...
	Vernacular ...	...	...	...	...	...	...	...	...	...
SCHOOLS FOR SPECIAL EDUCATION.										
1. Training School Examination for Masters.	Upper	5	...	...	5	216	...	...	72	288
	Lower	104	...	...	104	579	...	...	10	589
2. Training School Examination for Mistresses.	Upper	1	1	...	2	1	8	...	...	9
	Lower									
3. School of Arts Examination ...	...	...	...	...	...	...	...	...	...	...
4. Vernacular Medical Examination	...	2	...	...	2	85	...	...	...	85
5. Examination in Engineering ...	...	...	...	...	...	...	...	...	...	...
6. Examination in Surveying ...	...	...	...	1	1	...	...	5	...	5
7. Industrial School Examination	...	1	1	...	2	257	123	...	3	383
8. Commercial School Examination	...	...	...	...	...	...	...	...	...	...
9. Agricultural School Examination	...	...	...	...	...	...	...	...	...	...
10. Sánskrit Title Examination ...	...	...	...	...	...	...	...	...	...	...
11. Madrassa Central Examination	...	...	...	...	...	...	...	...	...	...
12. Other Schools Examination ...	...	42	...	1	43	2,333	...	11	250	2,594

TABLE VI.

the United Provinces during the official year 1908-09—(concluded).

Number passed.					Race or creed of passed scholars.								
Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists	Parsis.	Others.	Remarks.
							Brahmans.	Non-Brahmans.					
11	12	13	14	15	16	17	18	19	20	21	22	23	24
386	281	48	3	718	...	10	165	405	134	...	1	3	
...	13	...	...	13	2	11	...	...	...	...	...	...	
...	59	15	1	75	72	1	1	...	...	1	...	...	
....	29	4	...	33	31	1	...	...	...	...	...	1	
...	35	2	...	37	36	...	1	...	...	...	...	...	
...	30	4	...	34	33	...	...	...	...	...	...	1	
...	73	7	1	81	1	77	...	3	...	...	...	...	
4,297	81	51	289	4,718	...	1	1,464	2,603	626	...	...	24	
7	1	...	...	8	...	...	1	4	3	...	...	...	
15,225	1,497	159	2	16,893	...	63	4,632	9,563	2,619	1	2	13	
24	242	17	1	284	...	247	9	15	13	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
122	...	...	56	178	...	...	76	73	29	...	...	...	
492	...	...	9	501	..	...	184	227	86	...	...	4	
1	7	...	...	8	4	3	...	...	1	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
52	...	...	...	52	...	15	9	23	5	...	...	...	
...	...	...	...	...	...	...	...	...	...	..	...	...	
...	...	3	...	3	3	...	...	...	...	...	...	...	
137	107	...	1	245	...	...	38	123	83	...	...	1	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
919	...	6	119	1,044	6	...	104	864	70	...	...	...	

Return showing the Distribution of Local Fund and Municipal Expenditure on Public

Objects of Expenditure.			Number of Institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Expenditure of District In Institutions managed by: Provincial Revenues.	Expenditure of District In Institutions managed by: District Funds
1			2	3	4	5	6	7
							Rs.	Rs.
COLLEGIATE EDUCATION.	*Arts Colleges.*							
	English	...	..	...	...	...	...	...
	Oriental	...	1	6	7	5	...	50
	Colleges or Departments of Colleges for Professional Training.							
	Law	... ..	..	...	...	...	...	...
	Medicine	... ...	...	...	...	...	...	...
	Engineering	... ...	...	...	...	...	...	..
	Teaching	... ...	...	...	...	...	...	...
	Agriculture	... ...	...	...	...	...	...	...
	Total	..	1	6	7	5	...	50
SCHOOL EDUCATION, GENERAL.	*Secondary Schools.*							
	For Boys. High Schools	...	39	10,275	10,460	8,751	24,970	2,36,497
	For Boys. Middle Schools English	...	12	1,216	1,134	898	...	20,746
	For Boys. Middle Schools Vernacular		338	39,519	39,490	28,660	..	2,69,742
	For Girls. High Schools	...	...	...	...	...	...	...
	For Girls. Middle Schools English	...	...	...	...	...	...	...
	For Girls. Middle Schools Vernacular		...	...	...	...	..	...
	Total	...	389	51,010	51,084	38,309	24,970	5,26,985
	Primary Schools.							
	For Boys	... ...	5,386	3,13,543	2,92,329	2,10,779	...	10,55,095
	For Girls	... ...	266	7,610	6,989	5,056	...	43,712
	Total	..	5,652	3,21,153	2,99,318	2,15,835	...	10,98,807
SCHOOL EDUCATION, SPECIAL.	*Schools for Special Instruction.*							
	Training Schools for Masters		106	616	616	584	..	57,011
	Training Schools for Mistresses		...	...	..	...	...	...
	Schools of Art	... ...	...	...	...	...	...	...
	Law Schools	... ...	...	...	...	...	...	...
	Medical Schools	... ...	...	...	...	...	...	...
	Engineering and Surveying Schools	... ...	...	...	...	...	...	...
	Technical and Industrial Schools	... ...	...	...	...	..	...	...
	Commercial Schools	... ...	...	...	...	...	...	...
	Agricultural Schools	... ...	...	...	...	...	...	...
	Other Schools	...	2	78	87	58	.	1,182
	Total	...	108	694	703	642	...	58,193
Inspection		... ...	...	...	...	...	...	...
Scholarships held in—	Arts Colleges	...	...	...	...	...	...	...
	Medical Colleges	...	...	...	...	...	...	...
	Other Professional Colleges	...	...	...	...	...	...	...
	Secondary Schools	...	...	...	...	...	...	...
	Primary Schools	...	...	...	...	...	...	...
	Medical Schools	...	...	...	...	...	...	...
	Technical and Industrial Schools	...	...	...	...	...	...	...
	Other Special Schools Reformatory		...	...	...	...	...	...
	Other Special Schools Other	...	...	...	...	...	...	...
Buildings		... ...	...	...	...	...	4,400	5,14,292
Furniture and Apparatus (Special Grants only)		... ...	...	...	...	...	1,655	44,805
Miscellaneous		... ...	...	..	..	...	...	...
	Total	...	...	...	...	...	6,055	5,59,097
	Grand total	...	6,150	3,72,863	3,51,112	2,54,791	31,025	22,43,132

TABLE VII.

Instruction in the United Provinces for the official year 1908-09.

Boards on Public Instruction.								
District Boards.					In Institutions managed by—			Total District Fund Expenditure on Public Instruction.
Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or associations.	
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	9,800	9,800
...	...	...	384	434	...	...	372	422
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	384	434	...	...	10,172	10,222
12,779	1,80,959	731	2,147	4,58,083	1,605	2,377	80,864	3,21,343
5,415	10,616	15	61	36,853	...	1,132	24,788	46,666
23,246	81,515	2,031	1,242	3,77,776	...	...	3,262	2,73,004
...	...	...	...	...	...	...	7,576	7,576
...	...	...	...	...	...	980	10,483	11,463
...	...	...	...	...	...	...	2,610	2,610
41,440	2,73,090	2,777	3,450	8,72,712	1,605	4,489	1,29,583	6,62,662
49,853	78,237	7,095	2,975	11,93,255	379	4,300	2,10,290	12,70,064
1,274	...	...	293	45,279	112	...	30,417	74,241
51,127	78,237	7,095	3,268	12,38,534	491	4,300	2,40,707	13,44,305
192	...	...	...	57,203	256	...	...	57,267
...	...	...	...	...	...	...	1,520	1,520
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	8,831	8,831
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	37	...	576	1,795	15,946	...	1,980	19,108
192	37	...	576	58,998	16,202	...	12,331	86,726
...	...	...	...	...	...	...	...	2,51,431
...	...	...	...	...	...	...	...	144
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	36,274
...	...	...	...	...	...	...	...	6,171
...	...	...	...	...	...	...	...	6,108
...	...	...	...	...	...	...	...	1,033
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	55
992	...	4,649	744	5,25,077	...	...	3,070	5,17,362
324	...	507	...	47,291	2,614	...	614	48,033
...	...	...	...	...	...	...	...	54,865
1,316	...	5,156	744	5,72,368	2,614	...	3,684	9,21,476
94,075	3,51,364	15,028	8,422	27,43,046	20,912	8,789	3,96,477	30,25,391

GENERAL

Return showing the Distribution of Local Fund and Municipal Expenditure on Public

Objects of Expenditure.			Expenditure of Municipal Boards In Institutions managed by					
			Number of Institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Municipal Funds.	District Funds.
1			17	18	19	20	21	22
							Rs.	Rs.
Collegiate Education.	*Arts Colleges.*							
	English		...	...	...	...	...	...
	Oriental		...	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.							
	Law		...	...	...	...	...	...
	Medicine		...	...	...	...	..	...
	Engineering		...	...	...	...	...	...
	Teaching		...	...	...	...	...	...
	Agriculture		...	...	...	...	...	...
	Total ...		...	...	...		...	...
School Education, General.	*Secondary Schools.*							
	For Boys.	High Schools ...	1	382	362	290	2,031	2,377
		Middle Schools English ...	4	553	544	472	8,355	1,132
		Middle Schools Vernacular ...	3	311	295	254	2,957	...
	For Girls.	High Schools ...	...	...	...	...	...	...
		Middle Schools English ...	1	85	76	54	1,527	980
		Middle Schools Vernacular ...	...	...	...	...	...	...
	Total ...		9	1,331	1,277	1,070	14,870	4,489
	Primary Schools.							
	For Boys		165	11,855	11,407	8,792	54,353	4,300
	For Girls		64	2,230	2,086	1,489	13,548	...
	Total ...		229	14,085	13,493	10,281	67,901	4,300
School Education, Special.	*Schools for Special Instruction.*							
	Training Schools for Masters ...		...	...	...	...	...	...
	Training Schools for Mistresses		...	...	...	...	...	...
	Schools of Art		...	...	...	...	...	...
	Law Schools		...	...	...	...	...	...
	Medical Schools		...	...	...	...	...	...
	Engineering and Surveying Schools		...	...	...	...	...	...
	Technical and Industrial Schools		...	...	...	...	269	...
	Commercial Schools ...		...	...	...	...	...	...
	Agricultural Schools ...		...	...	...	...	...	...
	Other Schools		1	67	67	56	653	...
	Total ...		1	67	67	56	922	...
Inspection			...	...	...	...	...	...
Scholarships held in—	Arts Colleges ...		...	...	...	...	...	...
	Medical Colleges ...		...	...	...	...	...	...
	Other Professional Colleges		...	..	...	...	...	...
	Secondary Schools ...		...	...	...	...	...	...
	Primary Schools ...		...	...	...	...	...	...
	Medical Schools ...		...	...	...	...	...	...
	Technical and Industrial Schools		..	...	...	...	...	...
	Other Special Schools.	Reformatory ...	...	...	...	...	...	...
		Other ...	...	...	...	..	...	...
Buildings			...	...	...	...	10,509	...
Furniture and Apparatus (Special Grants only)			...	...	...	...	1,213	...
Miscellaneous...			...	...	...	...	...	...
Total ...			...	...	...	..	11,722	...
Grand Total ...			239	15,483	14,837	11,407	95,415	8,789

TABLE VII.

Instruction in the United Provinces for the official year 1908-09—(concluded).

on Public Instruction.						
Municipal Boards.			In institutions managed by—		Total Municipal expenditure on Public Instruction.	Total Expenditure of Local Fund and Municipal Boards on Public Instruction.
Fees.	Subscriptions.	Total.	District Boards.	Private persons or associations.		
23	24	25	26	27	28	29
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	7,773	7,773	17,573
...	...	...	...	185	185	607
..	...	...	...	...	...	...
...	...	...	...	...	..	...
...	..	...	...	...	...	...
..	..	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	7,958	7,958	18,180
5,156	...	9,564	12,779	14,125	28,935	3,50,278
4,963	..	14,450	5,415	13,894	27,664	74,330
318	...	3,275	23,246	903	27,106	3,00,110
...	...	..	...	681	681	8,257
...	236	2,743	...	4,131	5,658	17,121
...	...	..	...	780	780	3,390
10,437	236	30,032	41,440	34,514	90,824	7,53,486
5,383	...	64,036	49,853	24,907	1,29,113	13,99,177
...	...	13,548	1,274	13,163	27,985	1,02,226
5,383	...	77,584	51,127	38,070	1,57,098	15,01,403
...	...	...	192	...	192	57,459
..	..	...	...	1,500	1,500	3,020
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	269	...	120	389	9,220
...	...	...	...	...	...	...
...	...	...	...	...	...	...
..	...	653	..	500	1,153	20,261
...	...	922	192	2,120	3,234	89,960
..	...	...	...	...	560	2,51,991
...	...	...	...	...	432	576
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	3,188	39,462
...	...	...	...	...	284	6,455
...	...	...	...	...	...	6,108
...	...	...	...	...	...	1,033
...	...	...	...	...	...	...
...	...	...	...	...	180	235
...	...	10,509	992	50	11,551	5,28,913
...	...	1,213	324	365	1,902	49,935
..	..	...	...	...	3,734	58,599
...	...	11,722	1,316	415	21,831	9,43,307
15,820	236	1,20,260	94,075	83,077	2,80,945	33,06,336

GENERAL TABLE VIII.

Return showing the attendance and expenditure in Hostels or Boarding-houses for the official year 1908-09.

Class of Hostels or Boarding-houses.	Number of		Number of Boarders who are students of—					Expenditure from—				
	Hostels or Boarding-houses.	Boarders.	Art Colleges.	Colleges for professional training.	Secondary schools.	Primary schools.	Special schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions and endowments.	Fees.	Total expenditure.
1	2	3	4	5	6	7	8	9	10	11	12	13
								Rs.	Rs.	Rs.	Rs.	Rs.
For Males.												
1. Managed by Government ...	23	1,000	54	329	89	...	528	10,959	...	...	1,143	12,102
2. Managed by Local or Municipal Boards ...	379	8,070	...	...	7,454	362	254	80	43,938	904	16,012	60,934
3. Aided by Government or by Local or Municipal Boards ...	37	1,898	299	26	1,210	356	7	22,804	530	27,258	72,667	1,23,259
4. Unaided ...	79	3,628	910	90	2,013	613	2	...	...	1,34,586	74,132	2,08,718
Total ...	518	14,596	1,263	445	10,766	1,331	791	33,843	44,468	1,62,748	1,63,954	4,05,013
For Females.												
1. Managed by Government ...	2	116	...	...	...	24	92	2,655	...	...	...	2,655
2. Aided by Government or by Local or Municipal Boards ...	18	1,275	11	24	718	497	25	10,524	972	25,195	79,038	1,15,729
3. Unaided ...	28	*2,186	22	...	1,878	251	28	...	...	78,207	43,147	1,21,354
Total ...	48	*3,577	33	24	2,596	772	145	13,179	972	1,03,402	1,22,185	2,39,738
Grand Total ...	566	*18,173	1,296	469	13,362	2,103	936	47,022	45,440	2,66,150	2,86,139	6,44,751

* Includes 7 teachers.

GENERAL TABLE III.

Return of Colleges, Schools and Scholars in the United Provinces for the official year 1908-1909.

(For Europeans and Eurasians.)

Class of institutions.	Public institutions. Under Private Management. Aided by Government or by District or Municipal Boards. Number of institutions.	Aided by Government or by District or Municipal Boards. Number of scholars on the rolls on 31st March.	Aided by Government or by District or Municipal Boards. Average number on the rolls monthly during the year.	Aided by Government or by District or Municipal Boards. Average daily attendance.	Unaided. Number of institutions.	Unaided. Number of scholars on the rolls on 31st March.	Unaided. Average number on the rolls monthly during the year.	Unaided. Average daily attendance.	Grand total of public institutions.	Grand total of scholars on the 31st of March.	Number of scholars on the 31st of March Learning— English.	A classical language.	A vernacular language.	Classification of scholars on the 31st of March according to race or creed. Europeans and Eurasians.	Native Christians.	Hindus. Brahmans.	Hindus. Non-Brahmans.	Muhammadans	Buddhists	Parsis.	Others.	Number of girls in boys' schools.	Number of boys in girls' schools.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Arts Colleges.																							
COLLEGIATE EDUCATION. English	2	7	8	7	3	18	15	14	5	25	25	14	1	18	1	2	2	2	...	...	...	...	...
Total ...	2	7	8	7	3	18	15	14	5	25	25	14	1	18	1	2	2	2	...	...	...	..	...
Secondary Schools.																							
SCHOOL EDUCATION, GENERAL. For Boys, English... High ...	11	1,436	1,506	1,385	3	269	313	300	14	1,705	1,437	743	1,489	1,671	5	4	5	2	2	16	...	164	...
Middle ...	3	342	351	298	1	30	39	36	4	372	372	38	211	359	...	5	3	1	...	4	..	82	...
For Girls, English... High ...	14	1,256	1,306	1,175	3	110	174	158	17	1,366	1,366	444	233	1,312	16	1	13	3	...	10	11	...	230
Middle ...	5	321	300	236	1	27	21	19	6	348	348	1	118	322	4	4	...	3	...	11	4	...	137
Total ...	33	3,355	3,463	3,094	8	436	547	513	41	3,791	3,523	1,226	2,051	3,664	25	14	21	9	2	41	15	246	367
Primary Schools.																							
For Boys	4	115	97	89	4	62	72	53	8	177	177	...	36	168	1	1	...	1	..	6	...	76	...
For Girls	6	219	215	179	2	24	26	21	8	243	243	...	10	241	2	...	...	...	...	...	...	..	85
Total ...	10	334	312	268	6	86	98	74	16	420	420	...	46	409	3	1	...	1	...	6	...	76	85
Schools for Special Instruction.																							
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...
Training Schools for Mistresses	2	23	20	19	...	...	...	...	2	23	23	4	...	23	...	...	...	...	...	...	...		..
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	..
Technical and Industrial Schools	...	...	...	...	2	4	12	11	2	4	2	...	...	4	...	...	..	...	...	...	...	...	..
Engineering and Surveying Schools	...	...	...	...	6	73	73	69	6	73	73	10	55	73	...	...	...	...	...	...	...	...	...
Other Schools	2	59	67	52	...	...	...	...	2	59	59	...	...	59	...	...	...	...	...	...	...	..	...
Total ...	4	82	87	71	8	77	85	80	12	159	157	14	55	159	...	...	...	...	...	..	.	...	...
Total of Colleges and Schools of Public Instruction.	49	3,778	3,870	3,440	25	617	745	681	74	4,395	4,125	1,254	2,153	4,250	29	17	23	12	2	47	15	322	452

GENERAL

Return of Expenditure on Public Instruction in the

(For Europeans

Objects of Expenditure.	Public Institutions.						
	Under private management.						
	Aided by Government or by District or Municipal Boards.						
	Provincial Revenues.	Municipal Funds	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.
1	2	3	4	5	6	7	8
Collegiate Education.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.							
English	3,000	...	330	...	...	3,330	300
Total ...	3,000	...	330	...	...	3,330	300
Secondary Schools.							
School Education, General. — For Boys, English — High ...	77,619	900	63,863	16,620	38,280	1,97,282	18,550
School Education, General. — For Boys, English — Middle ...	8,668	1,400	3,557	3,743	6,045	23,413	3,065
School Education, General. — For Girls, English — High ...	60,718	546	1,08,572	11,789	33,383	2,15,008	20,371
School Education, General. — For Girls, English — Middle ...	6,022	1,520	6,747	3,581	2,957	20,827	...
Total ...	1 53,027	4,366	1,82,739	35,733	80,665	4 56,530	41,986
Primary Schools.							
School Education, General. — For Boys...	2,018	480	2,752	579	5,089	10,918	1,209
School Education, General. — For Girls	4,800	460	2,851	5,038	6,406	19,555	779
Total ...	6,818	940	5,603	5,617	11,495	30,473	1,988
Schools for Special Instruction.							
School Education, Special. — Training Schools for Masters ...	...	...	...	...	...	...	...
School Education, Special. — Training Schools for Mistresses ...	6,060	..	1,974	...	...	8,034	...
School Education, Special. — Schools of Art	...	...	...	...	...	...	...
School Education, Special. — Engineering and Surveying Schools	...	...	...	...	...	...	2,670
School Education, Special. — Technical and Industrial Schools...	...	...	...	...	...	...	238
School Education, Special. — Other Schools	735	...	243	...	1,159	2,137	...
Total ...	6,795	...	2 217	...	1,159	10,171	2,908
Buildings	33,596	...	5,874	17,310	...	56,780	...
Furniture and Apparatus (Special grants only)	7,159	...	...	2 381	...	9,540	...
Total ...	40,755	...	5,874	19,691		66,320	...
Inspection	...	...	...	...	...	...	...
Scholarships held in. — Arts Colleges	...	...	...	...	...	...	...
Scholarships held in. — Professional Colleges ...	...	...	...	...	...	...	...
Scholarships held in. — Secondary Schools	...	...	...	...	...	...	...
Scholarships held in. — Primary Schools	...	...	...	...	...	...	...
Scholarships held in. — Technical and Industrial Schools...	...	...	...	...	...	...	...
Scholarships held in. — Other Special Schools ...	..	...	....	...	...	...	...
Miscellaneous	...	..	...	...	...	...	...
Total ...	...	...	...	...	..	...	...
Total Expenditure on Public Instruction ...	2,10,395	5,306	1,96,763	61,041	93,319	5,66,821	47,182

TABLE IV.

United Provinces for the official year 1908-09.

and Eurasiars.)

Unaided.			Total Expenditure from—					
Subscriptions.	Endowment and other sources.	Total.	Provincial Revenues.	Municipal Funds.	Fees.	All other sources.		Grand Total.
						Private.	Public.	
9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
348	...	648	3,000	...	630	348	..	3,978
348	...	648	3,000	...	630	348	...	3,978
...	19 290	37,840	77,619	900	82,413	63,482	10,708	2,35,122
...	277	3,342	8,668	1,400	6,622	6,344	3,721	26,755
...	...	20,371	60,718	546	1,28,943	34,367	10,805	2,35,379
...	...	...	6,022	1,520	6,747	3,757	2,781	20,827
...	19,567	61,553	1,53,027	4,366	2,24,725	1,07,950	28,015	5,18,083
...	1,791	3,000	2,018	480	3,961	4,232	3,227	13,918
283	442	1,504	4,800	460	3,630	9,365	2,804	21,059
283	2 233	4,504	6,818	940	7,591	13,597	6,031	34,977
...	...	...	...	...	...	...	...	...
...	...	...	6,060	...	1,974	...	...	8,034
...	...	...	...	...	...	...	...	...
...	5,276	7,946	...	...	2,670	4,115	1,161	7,946
...	...	238	...	...	238	...	...	238
...	...	...	735	...	243	1,159	...	2,137
...	5 276	8,184	6,795	...	5,125	5,274	1,161	18,355
...	...	...	33,596	...	5,874	17,310	...	56,780
...	..	...	7,159	...	..	2,381	...	9,540
...	...	...	40,755	...	5 874	19,691	...	66,320
...	...	...	...	...	...	...	...	...
...	...	...	3,436	...	...	...	...	3,436
...	..	...	...	...	...	...	...	...
...	...	...	6,703	...	...	...	...	6,703
...	...	...	...	...	...	...	...	...
...	...	...	180	...	...	...	...	180
...	...	...	3,053	...	...	...	...	3,053
...	...	...	35,270	530	1,68,897	52,264	...	2,56,961
...	...	...	48,642	530	1,68,897	52,264	...	2,70,333
631	27,076	74,889	2,59,037	5,836	4,12,842	1,99,124	35,207	9,12,043

GENERAL TABLE V.

(For Europeans and Eurasians.)

Return of the Stages of Instruction of Pupils in Public Schools for General Education in the United Provinces at the end of the official year 1908-1909.

Class of Schools.	Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.			Upper Primary Stage. Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Lower Primary Stage. Comprising all pupils who have not passed beyond the Lower Primary Stage. Reading Printed Books.			Lower Primary Stage. Comprising all pupils who have not passed beyond the Lower Primary Stage. Not-reading Printed books.			Total.		
			1			2			3			4			5					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls	Total.	Boys.	Girls.	Total.
Secondary schools—																				
For Boys. { Aided, English	14	1,778	188	20	208	645	90	735	400	91	491	293	26	319	17	8	25	1,543	235	1,778
For Boys. { Unaided, English	4	299	78	1	79	144	6	150	43	4	47	21	...	21	2	...	2	288	11	299
Total ...	**18**	**2,077**	**266**	**21**	**287**	**789**	**96**	**885**	**443**	**95**	**538**	**314**	**26**	**340**	**19**	**8**	**27**	**1,831**	**246**	**2 077**
For Girls. { Aided, English	19	1,577	...	120	120	25	343	368	115	405	520	147	317	464	53	52	105	340	1,237	1,577
For Girls. { Unaided, English	4	137	...	28	28	2	38	40	20	31	51	5	13	18	...	...	...	27	110	137
Total ...	**23**	**1,714**	**...**	**148**	**148**	**27**	**381**	**408**	**135**	**436**	**571**	**152**	**330**	**482**	**53**	**52**	**105**	**367**	**1,347**	**1,714**
Total Secondary Schools	**41**	**3,791**	**266**	**169**	**435**	**816**	**477**	**1,293**	**578**	**531**	**1,109**	**466**	**356**	**822**	**72**	**60**	**132**	**2,198**	**1,593**	**3,791**
Primary Schools—																				
For Boys. { Aided ...	4	115	...	...	...	...	...	...	21	18	39	40	26	66	5	5	10	66	49	115
For Boys. { Unaided ...	4	62	...	...	...	...	...	...	8	12	20	27	15	42	...	...	...	35	27	62
Total ...	**8**	**177**	**...**	**...**	**...**	**...**	**...**	**...**	**29**	**30**	**59**	**67**	**41**	**108**	**5**	**5**	**10**	**101**	**76**	**177**
For Girls. { Aided ...	6	219	...	...	...	...	...	...	12	53	65	45	65	110	17	27	44	74	145	219
For Girls. { Unaided ...	2	24	...	...	...	...	...	...	3	1	4	7	11	18	1	1	2	11	13	24
Total ...	**8**	**243**	**...**	**...**	**...**	**...**	**...**	**...**	**15**	**54**	**69**	**52**	**76**	**128**	**18**	**28**	**46**	**85**	**158**	**243**
Total Primary Schools	**16**	**420**	**...**	**...**	**...**	**...**	**...**	**...**	**44**	**84**	**128**	**119**	**117**	**236**	**23**	**33**	**56**	**186**	**234**	**420**
Grand Total ...	**57**	**4 211**	**266**	**169**	**435**	**816**	**477**	**1,293**	**622**	**615**	**1,237**	**585**	**473**	**1,058**	**95**	**93**	**188**	**2,384**	**1,827**	**4,211**

APPENDICES.

PROVINCIAL TABLE A.—*Showing the number of scholars and percentage under instruction in each district for the year ending 31st March 1909.*

District.	Population.			Number of scholars.			Percentage of male scholars to male population of school-going age.	Percentage of female scholars to female population of school-going age.	Percentage of total scholars to total population of school-going age.
	Male.	Female.	Total.	Male.	Female.	Total.			
1	2	3	4	5	6	7	8	9	10
Dehra Dun ...	102,826	75,369	178,195	3,992	956	4,948	25·88	8·46	18·51
Saharanpur ...	560,843	484,387	1,045,230	16,124	1,497	17,621	19·17	2·06	11·24
Muzaffarnagar ...	469,243	407,945	877,188	13,846	738	14,584	19·67	1·21	11·08
Meerut ...	820,563	719,612	1,540,175	22,131	1,400	23,531	17·98	1·30	10·19
Bulandshahr ...	599,108	538,993	1,138,101	14,390	845	15,235	16·01	1·05	8·92
Aligarh ...	634,872	565,950	1,200,822	14,308	1,187	15,495	15·02	1·40	8·60
Total ...	**3,187,455**	**2,792,256**	**5,979,711**	**84,791**	**6,623**	**91,414**	**17·73**	**1·58**	**10·19**
Muttra ...	409,030	354,069	763,099	9,485	546	10,031	15·46	1·03	8·76
Agra ...	568,822	491,706	1,060,528	15,056	2,289	17,345	17·65	3·10	10·90
Farrukhabad ...	500,897	424,915	925,812	10,152	1,065	11,217	13·51	1·67	8·08
Mainpuri ...	451,356	378,001	829,357	7,757	646	8,403	11·46	1·14	6·75
Etawah ...	437,913	368,885	806,798	9,354	1,276	10,630	14·24	2·31	8·78
Etah ...	466,787	397,161	863,948	7,594	785	8,379	10·84	1·32	6·47
Total ...	**2,834,805**	**2,414,737**	**5,249,542**	**59,398**	**6,607**	**66 005**	**13·97**	**1·82**	**8·38**
Bareilly ...	585,304	504,813	1,090,117	11,240	1,283	12,523	12·80	1·69	7·66
Bijnor ...	406,697	373,254	779,951	11,000	1,642	12,642	18·03	2·93	10·81
Budaon ...	553,120	472,633	1,025,753	10,672	2,403	13,075	12·86	3·39	8·50
Moradabad ...	631,224	560,769	1,191,993	16,830	1,892	18,722	17·77	2·24	10·47
Shahjahanpur ...	494,919	426,616	921,535	11,281	1,293	12,574	15·19	2·02	9·10
Pilibhit ...	249,615	220,724	470,339	4,766	610	5,376	12·73	1·84	7·62
Total ...	**2,920,879**	**2.558,809**	**5,479,688**	**65,789**	**9,123**	**74 912**	**15·02**	**2·38**	**9·12**
Cawnpore ...	673,932	584,936	1,258,868	14,403	1,156	15,559	14·25	1·32	8·24
Fatehpur ...	349,381	337,010	686,391	8,458	317	8,775	16·14	·63	8·52
Banda ...	317,599	313,459	631,058	7,476	544	8,020	15·69	1·16	8·47
Hamirpur ...	230,204	228,338	458,542	6,016	355	6,371	17·42	1·04	9·28
Allahabad ...	744,654	744,704	1,489,358	17,162	1,247	18,409	15·36	1·12	8·24
Jhansi ...	315,297	301,462	616,759	8,576	686	9,262	18·13	1·52	10·01
Jalaun ...	206,277	193,449	399,726	6,106	250	6,356	19·73	·86	10·60
Total ...	**2,837,344**	**2,703.358**	**5,540,702**	**68,197**	**4,555**	**72,752**	**16·02**	**1·12**	**8·75**
Benares ...	445,047	437,037	882,084	27,322	3,447	30,769	40·93	5·26	23·25
Mirzapur ...	530,075	552,355	1,082,430	12,476	653	13,129	15·69	·79	8·09
Jaunpur ...	589,828	613,092	1,202,920	20,511	2,671	23,182	23·18	2·90	12·85
Ghazipur ...	444,735	469,083	913,818	16,683	1,443	18,126	25·01	2·05	13·22
Ballia ...	473,969	513,799	987,768	13,408	1,850	15,258	18·86	2·40	10·30
Total ...	**2,483,654**	**2,585,366**	**5,069,020**	**90,400**	**10,064**	**1,00,464**	**24·27**	**2·60**	**13·21**
Gorakhpur ...	1,470,469	1,486,605	2,957,074	35,061	1,148	36,209	15·90	·51	8·16
Basti ...	935,556	910,597	1,846,153	24,559	1,029	25,588	17·50	·75	9·24
Azamgarh ...	757,314	772,471	1,529,785	21,435	805	22,240	18·87	·69	9·69
Total ...	**3.163,339**	**3,169,673**	**6,333,012**	**81.055**	**2.982**	**84,037**	**17·08**	**·63**	**8·85**
Naini Tal ...	172,970	138,267	311,237	4,837	819	5,656	18·64	3·95	12·12
Almora ...	236,751	229,142	465,893	10,193	679	10,872	28·70	1·98	15·56
Garhwal ...	211,588	218,312	429,900	6,781	311	7,092	21·37	·95	11·00
Total ...	**621,309**	**585,721**	**1.207,030**	**21,811**	**1,809**	**23.620**	**23·40**	**2·06**	**13·05**
Lucknow ...	414,949	378,292	793,241	14,892	1,949	16,841	23·93	3·43	14·15
Unao ...	499,015	477,624	976,639	9,112	183	9,295	12·17	·26	6·34
Rae Bareli ...	510,090	523,671	1,033,761	13,188	429	13,617	17·24	·55	8·78
Sitapur ...	619,837	555,636	1,175,473	12,245	894	13,139	13·17	1·07	7·45
Hardoi ...	582,533	510,301	1,092,834	11,489	1,306	12,795	13·15	1·71	7·81
Kheri ...	478,629	426.509	905,138	8,016	344	8,360	11·17	·54	6·16
Total ...	**31,05.053**	**2,872,033**	**5.977,086**	**68,942**	**5,105**	**74,047**	**14·80**	**1·18**	**8·26**
Fyzabad ...	619,403	605,971	1,225,374	14,992	482	15,474	16·14	·53	8·42
Gonda ...	714,204	688,991	1,403,195	13,444	611	14,055	12·55	·59	6·68
Bahraich ...	544,416	506,931	1,051,347	9,636	270	9,906	11·80	·35	6·28
Sultanpur ...	534 932	548,972	1,083,904	10,150	276	10,426	12·65	·34	6·41
Partabgarh ...	446,182	466.666	912,848	9,443	126	9,569	14·11	·18	6·99
Bara Banki ...	603,967	575,356	1,179,323	10,822	845	11,667	11·95	·98	6·60
Total ...	**3,463,104**	**3,392,887**	**6.855 991**	**68.487**	**2,610**	**71,097**	**13·18**	**·51**	**6·91**
Grand Total ...	**24.616.942**	**23,074,840**	**47,691,782**	**6.08.870**	**49,478**	**6,58,348**	**16·49**	**1·43**	**9·20**
Grand Total for previous year ..	**24,616,942**	**23,074,840**	**47,691,782**	**6,06,914**	**47,613**	**6,54,527**	**16·41**	**1·38**	**9·15**

PROVINCIAL TABLE B.—*Giving particulars of vernacular primary schools for boys for the year ending 31st March 1909.*

District.	Number of schools						Total.	Number of scholars.						Total.	Expenditure on schools.	
	Under public management.		Under private management.					Under public management.		Under private management.					Under public management.	Aided.
			Aided.		Unaided.					Aided.		Unaided.				
	Upper.	Lower.	Upper.	Lower.	Upper.	Lower.		Upper.	Lower.	Upper.	Lower.	Upper.	Lower.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
															Rs.	Rs.
Debra Dun ...	15	21	3	14	...	...	53	146	1,313	37	594	...	...	2,090	8,328	2,136
Saharanpur ...	35	93	4	60	...	...	192	533	4,487	57	1,788	...	...	6,865	24,136	4,051
Muzaffarnagar ...	40	57	7	68	...	...	172	735	4,446	92	2,136	...	...	7,409	20,707	4,575
Meerut ...	82	85	14	85	1	...	267	1,253	8,878	146	3,032	5	22	13,336	35,601	6,243
Bulandshahr ...	80	30	28	68	2	3	211	1,048	5,244	228	2,725	14	141	9,400	28,962	10,217
Aligarh ...	92	56	21	80	...	1	250	863	5,954	306	2,916	...	18	10,057	36,418	7,501
Total ...	**344**	**342**	**77**	**375**	**3**	**4**	**1,145**	**4,578**	**30,322**	**866**	**13,191**	**19**	**181**	**49,157**	**1,54,152**	**34,723**
Muttra ...	48	52	55	44	...	...	199	692	3,974	278	2,462	...	...	7,406	22,876	7,057
Agra ...	67	78	34	63	...	5	247	980	5,399	225	2,605	...	136	9,345	30,547	11,057
Farrukhabad ...	47	73	16	59	1	...	196	762	4,557	137	1,730	4	27	7,217	24,519	6,832
Mainpuri ...	32	76	3	35	...	1	147	457	4,391	24	1,076	...	37	5,985	20,425	3,079
Etawah ...	36	67	33	46	1	1	184	435	4,840	137	1,960	12	44	7,428	20,878	7,028
Etah ...	35	82	13	48	...	...	178	489	3,923	79	1,442	...	...	5,933	22,737	3,170
Total ...	**265**	**428**	**154**	**295**	**2**	**7**	**1,151**	**3,815**	**27,084**	**880**	**11,275**	**16**	**244**	**43,314**	**1,41,982**	**38,223**
Bareilly ...	77	28	49	65	...	...	179	624	4,096	102	1,413	...	...	6,235	24,762	3,997
Bijnor ...	39	51	6	111	...	...	207	459	3,701	29	3,353	...	...	7,542	20,573	5,289
Budaun ...	64	57	12	101	...	...	234	776	4,391	74	2,654	...	...	7,895	23,356	5,197
Moradabad ...	52	85	4	57	...	...	198	651	7,420	18	2,119	...	...	10,208	33,922	6,694
Shahjahanpur ...	42	81	1	61	...	...	185	632	4,740	13	1,632	...	...	7,017	24,041	3,432
Pilibhit ...	38	30	1	21	...	...	90	396	2,453	10	570	...	...	3,429	15,319	1,441
Total ...	**312**	**332**	**33**	**416**	**...**	**...**	**1,093**	**3,538**	**26,801**	**246**	**11,741**	**...**	**...**	**42,326**	**1,41,973**	**26,050**
Cawnpore ...	61	107	...	73	...	...	241	1,127	6,583	...	1,881	...	...	9,591	39,927	4,220
Fatehpur ...	35	76	2	51	...	...	164	618	4,236	25	1,367	...	..	6,246	21,613	3,094
Banda ...	40	85	...	52	...	...	177	500	4,532	...	1,295	...	...	6,327	22,591	4,665
Hamirpur ...	25	68	...	37	...	...	130	401	3,756	...	791	...	...	4,948	17,064	1,652
Allahabad ...	59	77	...	105	...	...	241	959	6,072	...	2,764	...	...	9,795	38,693	5,675
Jhansi ...	31	93	3	55	..	...	182	366	4,561	12	1,562	...	...	6,501	23,457	4,273
Jalaun ...	26	51	2	39	2	2	122	318	3,462	9	1,003	5	168	4,965	17,820	2,189
Total ...	**277**	**557**	**7**	**412**	**2**	**2**	**1,257**	**4,289**	**33,202**	**46**	**10,663**	**5**	**168**	**48,373**	**1,81,165**	**25,768**
Benares ...	68	34	5	111	...	...	218	2,074	10,790	74	5,597	...	...	18,535	40,197	11,772
Mirzapur ...	33	82	1	72	3	32	223	536	6,300	3	2,366	23	789	10,017	27,894	7,386
Jaunpur ...	70	34	4	65	...	...	173	2,718	12,547	74	4,638	...	...	19,977	38,533	8,895
Ghazipur ...	44	48	2	90	...	...	184	839	9,197	29	5,169	...	...	15,234	23,031	6,973
Ballia ...	63	39	...	53	1	...	156	1,107	8,314	...	2,315	13	53	11,802	25,993	3,291
Total ...	**278**	**237**	**12**	**391**	**4**	**32**	**954**	**7,274**	**47,148**	**180**	**20,085**	**36**	**842**	**75,565**	**1,55,648**	**38,317**
Gorakhpur ...	93	72	30	223	...	1	419	2,239	14,417	384	13,295	...	28	30,363	34,624	15,038
Basti ...	66	67	27	197	...	...	357	1,334	11,808	254	9,626	...	...	23,022	32,459	13,027
Azamgarh ...	60	75	2	138	...	1	276	1,948	10,623	22	5,102	...	20	17,715	33,354	6,834
Total ...	**219**	**214**	**59**	**558**	**..**	**2**	**1,052**	**5,521**	**36,848**	**660**	**28,023**	**...**	**48**	**71,100**	**1,00,437**	**34,899**
Naini Tal ...	38	43	1	21	..	1	104	278	2,810	2	589	...	9	3,688	13,412	1,610
Almora ...	49	54	12	52	1	8	176	633	5,423	128	2,558	4	367	9,113	21,471	6,764
Garhwal ...	37	71	4	35	.	30	177	619	3,644	57	1,150	...	741	6,211	16,942	2,742
Total ...	**124**	**168**	**17**	**108**	**1**	**39**	**457**	**1,530**	**11,877**	**187**	**4,297**	**4**	**1,117**	**19,012**	**51,825**	**11,114**
Lucknow ...	33	71	8	78	.	1	191	388	5,251	26	2,565	...	28	8,258	26,744	7,908
Unao ...	53	75	1	69	...	...	198	870	5,181	4	1,593	...	...	7,648	23,744	4,567
Rae Bareli ...	67	48	7	107	2	9	240	947	6,817	42	3,371	6	406	11,589	30,266	7,138
Sitapur ...	87	104	3	53	...	...	247	843	7,813	12	1,831	...	...	10,499	34,723	3,134
Hardoi ...	37	119	1	94	...	2	253	479	6,959	6	2,371	...	37	9,852	26,422	5,476
Kheri ...	48	56	4	82	...	3	193	436	4,219	25	2,285	...	79	7,044	23,567	4,452
Total ...	**325**	**473**	**24**	**483**	**2**	**15**	**1,322**	**3,963**	**36,240**	**115**	**14,016**	**6**	**550**	**54,890**	**1,65,466**	**32,675**
Fyzabad ...	59	43	8	103	..	...	213	846	6,968	51	3,860	...	...	11,725	28,083	9,851
Gonda ...	77	61	6	73	1	3	221	963	7,545	38	2,530	4	166	11,246	30,451	5,199
Bahraich ...	44	59	1	50	1	3	158	591	5,853	17	1,685	11	150	8,307	31,106	3,769
Sitapur ...	54	46	2	81	...	...	183	672	5,862	9	2,520	...	...	9,063	23,763	4,948
Partabgarh ...	40	56	7	49	1	5	158	774	5,181	63	1,823	0	192	8,112	24,167	5,612
Bara Banki ...	63	59	8	76	1	11	218	908	5,312	45	2,203	15	290	8,773	24,895	6,044
Total ...	**337**	**324**	**32**	**432**	**4**	**22**	**1,151**	**4,754**	**36,721**	**223**	**14,691**	**39**	**798**	**57,226**	**1,62,465**	**35,493**
Grand Total ...	**2,481**	**3,075**	**415**	**3,470**	**18**	**123**	**9,582**	**39,262**	**2,85,243**	**3,403**	**1,27,982**	**125**	**3,948**	**4,60,963**	**12,55,113**	**2,77,172**
Grand Total for previous year...	**2,345**	**3,176**	**424**	**3,596**	**17**	**141**	**9,699**	**37,512**	**2,80,171**	**3,781**	**1,33,199**	**156**	**4,684**	**4,59,503**	**11,36,578**	**2,77,085**

ORDERS OF GOVERNMENT.

No. $\frac{1365}{XV-212}$ OF 1909.

RESOLUTION.

EDUCATIONAL DEPARTMENT.

Dated Allahabad, the 28th December 1909.

READ—

The general report on public instruction in the United Provinces for the year ending the 31st March 1909, submitted by the Director of Public Instruction.

OBSERVATIONS.—The year has been one of steady advance in many directions. The question of erection of buildings for the University has at last been approached in a practical manner, and since the close of the year of the report the services of Colonel Sir Swinton Jacob have been secured for drawing up a suitable design. Under secondary education the provincialization of high schools could not be taken up as the position of funds could not be arranged. Much has, however, been done to improve the schools, in order that they may be equipped for the new school-leaving certificate examination, which will be held for the first time in 1910, by liberal grants, and Government schools have been established at Ghazipur, Lucknow (2 schools) and Meerut. Since the close of the year a Government high school has also been opened at Agra and a scheme for provincializing district boards' high schools from 1st March 1910 has been submitted for the sanction of the Secretary of State. Incidentally the prospects of the teachers have been improved to some extent. A good deal of unostentatious work in connection with vernacular education has been done by district boards, but they have been a good deal hampered by lack of funds. The revision of the inspectorate, which has resulted in the appointment of an inspector of schools to each revenue division, has been found beneficial. In spite of conditions tending to shortness of funds there has been much commendable activity on the part of aided colleges and schools in extending their accommodation. Conduct and discipline have been generally satisfactory.

2. One of the most pleasing features of the year's record is afforded by the munificence of several private individuals. Foremost among these must be mentioned Raja Udai Partab Singh, C.S.I., of Bhinga, who founded and endowed the Kshatriya high school which was opened at Benares on the 1st January 1909. A suitable building for the school will shortly be erected, also at the Raja's cost, the foundation stone of which was laid by the Lieutenant Governor on the 25th November last. Other noteworthy benefactors are Rana Sheoraj Singh of Khajurgaon, half a lakh of rupees towards a new high school at Rae Bareli; private subscriptions, headed by Babu Ishwari Prasad with Rs. 12,000, for a new high school opened at Gorakhpur; Raja Saiyid Abu Jafar of Pirpur for a good boarding house with playground for the vernacular secondary school at Tanda, Fyzabad district; and Rai Girraj Singh of Kuchesar Rs. 860 for a new primary school in the Bulandshahr district.

3. In spite of the depressing effect of the famine of 1907-8, which led to a curtailment of expenditure in all branches of administration during 1908-9, the total expenditure from all sources on education increased in the latter year from Rs. 73,75,853 to Rs. 84,52,436. Direct expenditure increased by over five lakhs, of which nearly three was accounted for by secondary schools, whilst over a lakh was spent on primary schools in addition to the amount so spent in the preceding year. The indirect expenditure rose by over $5\frac{1}{2}$ lakhs, of which nearly $3\frac{3}{4}$ lakhs were accounted for by expenditure on buildings.

Provincial expenditure rose, according to the Director's figures, from $19\frac{1}{4}$ to $23\frac{1}{4}$ lakhs, nearly two lakhs of the increase being accounted for by buildings and over half a lakh by secondary schools. Expenditure from district boards' funds increased from under 27 to over 30 lakhs, and there were large increases in the amounts spent on secondary schools (Rs. 77,475), primary schools (Rs. 96,495) and buildings and furniture (Rs. 1,25,655). The total number of scholars varied but slightly from the preceding year, there being an increase of under 4,000, whilst the number of institutions decreased by 120, all but two being in the "private" class. The benefit of the increased expenditure will no doubt be obtained in future years.

4. Two features of the educational policy of the Government have attracted a considerable amount of attention and criticism during the last year. One is the provision of high school education at the expense of the State, and the other the institution of the school-leaving certificate examination. These matters have been referred to by the Lieutenant Governor in more than one of his public utterances, but the subject is so important that he takes this opportunity of reverting to it. The declared policy of Government has always been that the State cannot provide the means of secondary education for the whole population; it can but set a standard and leave private enterprize, assisted by such grants as may be deserved and which the provincial finances may be able to provide, to do the rest. This is the aim which the Government has constantly before it and will continue to pursue. It follows that school accommodation cannot be indefinitely increased at the cost of the public purse, and the rush for secondary education, which is so marked a feature of the present time, has resulted in the overcrowding of schools and even the refusal of some who wished to obtain admission into them. It is not unnatural that dissatisfaction should exist at such refusals. It is, however, essential that a high state of efficiency should be maintained at the model schools under Government management, and to secure this it has been absolutely necessary to place a limit on the numbers admitted into the various classes. The evil effect of overcrowding on the teaching is shown by the Director on page 14 of the report. The provision of extra schools to satisfy the demand for extended means of education is a matter for the general public, and signs are not wanting that they are awaking to their responsibilities in the matter, as shown, in addition to schools established by individual munificence, by the example of a high school founded at Gorakhpur by subscriptions and the efforts recently made to put the Harish Chandra high school at Benares on a sound footing.

As regards the school-leaving certificate examination there has been a good deal of misapprehension, but it is not open to question that the courses for the new examination provide a better preparation for the practical business of life than the courses which are designed solely as a preliminary test to qualify a candidate for further study at the University. The Lieutenant Governor trusts that, as time goes on, the school-leaving certificate will come to be appreciated on its own merits; meantime both it and the matriculation will be retained as educational tests qualifying for admission to the lower posts in the public service until July 1916.

5. Colleges have shared with schools the effects of the rush for higher education, and complaints of overcrowding, due partly to want of space and partly to the inability to provide a sufficient number of professors to handle the classes properly, have been made from many quarters. Much is, however, being done to mitigate the pressure; increases of staff have been made at the Muir Central College and St. John's College, Agra; the transfer to Government of the high school at the Agra College, will enable this college to better cope with the demands on it; and increased building accommodation has been or will soon be provided at the Muir Central College and several of the aided colleges. The scheme of expansion at the Thomason College, Roorkee, is practically complete. The hostel system continues to extend, and 47 per cent. of the 2,763 college students are residing in boarding houses.

6. The examinations of the Sanskrit College at Benares were reorganized during the year—an important reform which, like some others, has been subjected to criticism and led to some misunderstanding. The reorganization is the result of complaints made of alleged partiality on the part of the examiners, who used to be chosen among the professors of the college. In order to remove the cause of complaint the Government appointed a registrar to control the examination, and ordered that a due proportion of the examiners should be chosen from among the eminent pandits to be found in various parts of the country. As the services of competent outside examiners could only be obtained on payment of suitable fees it became necessary to revise and increase the fees paid by candidates for admission to the examination; still the highest fee (for the Acharya degree) is but Rs. 5. Complaints have been made that even these fees were an innovation and would press hardly on poor students, but there has, in fact, been an increase and not a decrease in the number of those presenting themselves for the higher examinations.

7. There has been a decrease in aided and unaided primary schools and an increase in those maintained by district and municipal boards, the total result being a decrease from 9,717 to 9,598. The enrolment was nearly stationary, but has increased very slightly to 461,600. These results are attributed to the withdrawal of aid from worthless schools, resulting in their disappearance, to want of funds for opening new schools and to the effects of famine and malarial fever. Except in so far as the results are to be attributed to the closing of schools at which proper instruction was not given they constitute a regrettable feature of the year's administration, and the Lieutenant Governor

trusts that more favourable results will be shown in the current year. The great bulk of the boys being in the lower stage, the supply of more teachers for improving the instruction in this stage is most important for the diffusion of education among the rural population. A slow improvement in the supply of trained teachers is reported, but until boards are in a position to give better pay little advance can be expected. The matter is a most important one and boards should continue to give it their best attention. The method adopted by the Rae Bareli board (page 19 of report) for improving and extending the buildings of primary schools, both board and aided, in the district might well be followed elsewhere.

8. One of the most important branches of educational work being the supply of competent teachers, the remarks in the seventh chapter of the report are of special interest. The Government Training College at Allahabad for the training of teachers for English schools, after a career of thirteen years, has now been replaced by a higher grade college in Allahabad, and a lower grade college in Lucknow. It leaves, as the Director states, a creditable record, but was not in accordance with modern requirements. The curriculum and methods in normal schools have been improved, and the training classes for primary school teachers have continued to give satisfaction. The normal schools and training classes require the earnest and constant attention of the special inspector and insistence on proper methods of teaching.

9. Female education has received a considerable amount of attention. A revision of the staff of the normal school for female teachers was sanctioned during the year. The accommodation of the school was taxed to the utmost, and some boarders had to be refused for want of room. Some new centres for training female teachers are reported to have been opened, but the supply of teachers continues to be lamentably deficient, and all those who receive a training obtain employment as soon as they finish their course. The number of girls' schools and the enrolment have increased, the former by 10 per cent. to 1,254 and the latter by nearly 4 per cent. to 49,478, of whom over four-fifths are in the lower primary stage. The Director notes that the demand for schools in some districts exceeds the supply, but the absence of teachers and frequently of funds furnishes obstacles that are at present insurmountable. The offer of Government scholarships to relatives of male teachers to enable them to qualify as mistresses only produced sixteen applications; at the instance of the Director, the Lieutenant Governor has just agreed to the extension of the system to women unrelated to schoolmasters. The district committees which have been formed in accordance with the Government resolution of the 14th July 1908 have in some cases shown considerable activity and zeal and their co-operation has been of much use. As yet there has been little real advance in the spread of education among the women of the country, but it can be placed on record that more interest is shown in the subject of female education than in former times, and gratifying success has been attained in certain schools, notably the Kanya Patshala at Dehra Dun. The energy which has been shown in Muzaffarnagar in establishing a girls' school is also most commendable.

10. The Lieutenant Governor is glad to notice that special dress-making and cookery classes have been established at two European schools for girls and has recently sanctioned a grant in aid of them.

11. The improvement of the Colvin taluqdars' school at Lucknow is receiving attention; the Government has recently reminded the Taluqdars of the importance of sending their sons to be educated there and to the necessity for improving the organization and equipment of the school.

12. The report furnished by Mr. Venis is an interesting and suggestive one. The Lieutenant Governor desires to thank him and the other officers of the department for the work done during the year.

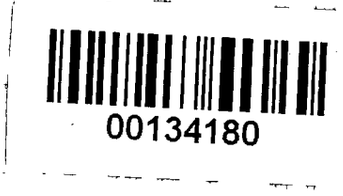
ORDER.—Ordered that a copy of this resolution be forwarded to the Director of Public Instruction, United Provinces, for information.

Ordered also that the resolution be published in the *United Provinces Government Gazette.*

By order of the Hon'ble the Lieutenant Governor, United Provinces,

F. E. TAYLOR,

Secy. to Govt., United Provinces.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